

Quality Counts

Indiana Charter School Program Grant

REQUEST FOR PROPOSAL 84.282A

2017-2018

Final Approved Version

Final Due Date: January 31, 2018 4:30 p.m. EST

Technical Assistance Opportunities

Introductory Webinar:

Available by November 13, 2017 at
<https://www.doe.in.gov/grants/charter-school-program>

Submit application and budget at:
<https://form.jotform.com/73124027451952>

**Charter School Program Grant (Tentative)
Session:**

November 17, 2017 (Indianapolis)

November 30, 2017 (Northwest Indiana)

December 6, 2017 (Indianapolis) for
Traditional LEAs

December 14-15, 2017 (Indianapolis) for
individual bidder's conference sessions



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Federal Program Title:	Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities
Federal Agency:	U.S. Department of Education
State Agency:	Indiana Department of Education
CFDA Number:	84.282A
Award Name:	Quality Counts FY 18
Award Number:	<i>U282A170017</i>

Important Dates

October 31, 2017: Application to serve as peer reviewer due

November 16, 2017: Quarterly charter school authorizer collaboration meeting

January 31, 2018 4:30 p.m. EST: Proposal due date

February 1, 2018: Start of peer review period

March 1, 2018: Notification of initial awards; project period start date for CSP applicants

February, 2018: Quarterly charter school authorizer collaboration meeting

March 24, 2018: Interim financial report and performance report due**

April, 2018: Quarterly charter school authorizer collaboration meeting

July 1, 2018: Notification of continuation awards; release of request for CSP proposals

**Note, in future years, sub grantees will have a full year to conduct activities prior to reporting on progress. However, this year, the IDOE will need to report to USED on an earlier timeline (by 4/2/18).

Purpose of the Grant

Quality Counts emphasizes the opening, expansion, or replication of high-quality charter schools to ensure all students, particularly those from underserved populations, have the opportunity to meet Indiana's challenging academic standards. The funding shall be used to provide financial assistance for planning, program design, initial implementation, expansion, or replication of high-quality public charter schools. The federal funding will be utilized to evaluate the impact of charter schools on student achievement, including the use of state-level and local-level funding. Activities will facilitate the sharing of best practices between traditional public schools and charter schools. The IDOE will support these efforts through extensive technical assistance opportunities, including the strengthening of the charter school authorizing process.

Eligible Applicants

Indiana state law governs charter schools and charter school authorizers. According to IC 20-24-2-1, a charter school may be established to provide innovative and autonomous programs that serve the different learning styles and needs of public school students, offer appropriate and innovative choices, provide varied opportunities for educators, allow for freedom and flexibility in exchange for exceptional levels of accountability, and provide the community with an expanded opportunity for involvement in the public school system.

Proposals may be submitted to enable applicants to open, expand, or replicate high-quality public charter schools. Prospective applicants shall utilize the definitions below to determine whether the entity is eligible to apply:

High-Quality: Quality Counts emphasizes high-quality charter schools, which are demonstrated by

New schools wishing to open

- 1) Based upon the submitted plan

Existing schools wishing to expand or replicate

- 1) Accountability grade of A or B: Evidence of strong academic results, including strong student academic growth and performance on ISTEP (i.e. above state averages)
- 2) No significant issues in the areas of student safety, school finance, and operational management, or statutory or regulatory compliance (e.g. least restrictive environment, English learner services); Compliance with this standard will require no open corrective action plans with the IDOE
- 3) Meeting subgroups needs through success in significantly increasing student academic achievement, including graduation rates for all students served by the charter school and for each of the subgroups of students defined by section 1111(c)(2) of the ESEA (economically

disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency); Compliance with this standard will require the school to not be considered under targeted support & improvement, as defined by Indiana's ESSA plan

Open and Prepare for the Operation of a New, High-Quality Charter School: A developer for a new charter school must have opened within the past three years (Fall 2015) or submitted a charter application and plan to open within 18 months.

Replication of a High-Quality Charter School: Replicate means to open a new charter school, or a new campus of a high-quality charter school, based on the educational model of an existing high-quality charter school under an additional charter.

Expansion of a High-Quality Charter School: Expand means to significantly increase enrollment (50% or more growth) or to add one or more grades to a high-quality charter school beyond the original charter.

Early Childhood Programs: According to the [CSP Guidance on the Use of Funds to Support Preschool Education \(December 2014\)](#), CSP funds may only be used to support Indiana preschools in charter schools that also provide at least one elementary or secondary grade during the grant period. Charter schools that serve only preschool students may not be supported by CSP funds because preschool is not part of elementary education under Indiana law.

Early childhood education programs shall be considered high-quality, to be satisfied by participating in Indiana's [Paths to Quality \(PTQ\)](#) and achieving a level 3 or 4 on the childcare quality rating and improvement system. Research shows that high-quality early childhood programs prepare children for future success through a high-quality educational environment. The PTQ system assesses and works to improve the quality of care and education.

In order to meet the definition of a charter school under section 310(1) of the ESEA, the preschool or any other charter school shall not charge tuition for any students within the school. The school may charge reasonable curricular fees.

Postsecondary: Secondary charter schools (e.g. high schools) who promote a focus on college and career readiness programs for their secondary students, such as dual credit, international baccalaureate, advanced placement, or career and technical education are eligible to apply, if the school meets the above definition of a high-quality charter school program.

Availability of Funds

The maximum award to a subgrantee shall be a total of \$900,000 for no more than five years, of which no more than 18 months shall be for post-charter planning (prior to the school opening). The funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Any funds not considered reasonable and necessary will be removed from the final approved budget and the department shall reduce the total award accordingly.

The IDOE expects to award between 10 to 15 subgrantees each year, for at least two years but up to five years. An eligible applicant may use not more than 18 months for planning and program design and may not receive more than one subgrant under this program during the five-year project period.

A charter school that previously received CSP funds for the opening or replication of a high-quality charter school is not eligible to receive funds from this grant for the same or a substantially similar purpose. However, a charter school may be eligible to receive funds to expand beyond its original grades if the school is a high-quality charter school. A charter school may not have more than one subgrant at a time.

The project period for each subgrantee shall be at least two years but up to five years. After the conclusion of each year within the approved project period, the subgrantee shall submit all required documentation, including the annual performance report and financial expenditure report. Satisfactory progress toward meeting the goals and objectives stipulated within the grant will be required in order to renew the grant after each fiscal year.

Actual award amounts are contingent upon the receipt of federal funding, availability of current funding levels, and the quality of the submitted grant, and the costs that are budgeted being reasonable, allowable, and allocable.

Use of Funds

Allowable activities that may be supported by CSP funds shall include one or more of the following:

- 1) Preparing teachers, school leaders, and specialized instructional support personnel, including through paying costs associated with
 - a. Providing professional development; and
 - b. Hiring and compensating, during the eligible applicant's planning period (no more than 18 months) specified in the application for funds for one or more of the following
 - i. Teachers
 - ii. School leaders
 - iii. Specialized instructional support personnel, such as special education or English learner teachers
- 2) Acquiring supplies, training equipment including technology, and educational materials (including development of materials)
- 3) Carrying out necessary renovations to ensure that a new school building complies with applicable statutes and regulations, and minor facilities repairs (excluding construction)
- 4) Providing one-time, startup costs associated with providing transportation to students to and from the charter school

5) Further guidance regarding the use of funds can be found in the [CSP Nonregulatory Guidance](#), specifically in sections D-2 through D-5 and the US Department of Education's ESSA Flexibility Frequently Asked Questions (FAQ) from December 2017.

In accordance with 2 CRF 200, all funds must be provided within a proposed budget and be considered reasonable and necessary in light of the goals and objectives of the proposed project. Justification of all costs provided within the budget narrative will serve in making all reasonable, allowable, and allocable decisions.

Monitoring

The department will utilize a risk assessment to determine the depth and breadth of monitoring required for specific subgrantees. Subgrantees are expected to participate in all technical assistance, monitoring, and reporting elements as a condition of receiving the funds. Dependent upon the results of the risk assessment, subgrantees may participate in:

Desktop Review: Subgrantees shall submit documentation of progress toward meeting specific goals and objectives listed within the grant through the annual performance report. Additionally, personnel reports of staff funded through the grant and an annual financial expenditure report shall be submitted.

Onsite Visit: IDOE staff shall conduct an onsite visit to identify progress toward meeting specific goals and objectives listed within the grant and the annual performance report. IDOE staff will review educational programming through classroom observations, interviews with staff, and a review of policies and procedures. Additionally, IDOE staff shall audit financial records to ensure appropriate evidence of expenditures and record keeping.

Subgrantees that do not receive satisfactory reports and fail to address corrective actions shall be considered for non-renewal of further awards and may be subject to further sanctions.

Requirements

Participating charter schools shall agree to comply with the same federal and state audit requirements as other elementary and secondary schools in the state. Schools shall meet all applicable federal, state, and local health and safety requirements while operating in accordance with Indiana state law. Each school shall have a written performance contract with the charter school authorizer that includes a description of how student performance will be measured on state assessments.

Each charter school project leader and board president shall sign further assurances stipulated within the grant in order to participate in the CSP project.

Enrollment Policy: Participating schools shall admit students on the basis of a lottery if more students apply for admission than can be accommodated. Children who are enrolled in the immediate prior grade shall be automatically enrolled in the following grade level. In addition to preference for students already enrolled in a charter school, Indiana Code 20-24-5-5⁶ provides that a charter school may give

enrollment preference to children of the charter school's founders, governing body members, school employees, and preschool students who attended at least a Level 3 or 4 Paths to Quality preschool in the same charter school. No additional preferences may be provided for children outside of the descriptions above. In order to receive Quality Counts CSP funds, the preference in weighted criteria given to children of founders or employees must be limited to 10% of the charter school's total student population.

Tuition and Fees: Students shall be admitted at no-cost, including those enrolled in early childhood education or postsecondary education programs. Schools may charge reasonable curricular materials if the school participates in the textbook assistance program to ensure no barriers exist to enroll low-income children.

Under no circumstances may a family's ability to pay for curricular materials impact a student's enrollment or attendance in a charter school. Under Indiana Code 20-33-5-11, a charter school may not withhold curricular materials and supplies, require any special services from a child or deny the child any benefit or privilege because the parent fails to pay required fees.

Technical Assistance

The important dates listed within the application are provided to ensure all potential applicants receive adequate technical assistance to submit a high-quality proposal. If further opportunities for technical assistance are needed, then the prospective applicant may email Beatriz Pacheco at bpacheco@doe.in.gov or Amreen Vora at avora@doe.in.gov to set up an appointment.

Submission Process

Email the full application and budget by the submission due date of January 31st, 2018 4:30 p.m. EST, through the on-line portal. A team of expert peer reviewers will utilize the peer review rubric to determine the successful applicants. Submission of a grant application does not guarantee funding, as the application is competitive. Once an application has been approved, then further documentation will be required to process the application, including evidence of tax clearance and registration with the Indiana Department of Administration.

Quality Counts:
Indiana Charter School Program Grant Application
2017-2018

Applicant Entity: Mays Community Academy

Contact Person for Grant: Krissi Williams	Title: Director
Total Grant Funds Requested: (Up to \$900,000): \$891,709.50	Total Project Period Months Requested (24-60 months): 36
Application to: Open <input type="checkbox"/> <u>X Expand</u> Replicate	Expected Date School will Open, Expand , or Replicate: Fall 2018
Charter Award Date (indicate if expected): 2015	Charter Expiration Date: 2022
Proposed Charter School Address: 929 East South Street Mays, IN 46155	
Applicant Address (if different than proposed address):	
Applicant Telephone: 765-645-5577	Applicant Email: krissiwilliams@mays.k12.in.us
Fiscal Contact	
Fiscal Manager: Krissi Williams	Title: Director
Telephone: 765-645-5577	Email: krissiwilliams@mays.k12.in.us

Charter School Board Contact Information	
1. Board President: Nansi Custer	2. Email: nansicuster@mays.k12.in.us
3. Board President Address: 929 East South Street, Mays, IN 46155	
Authorizer Contact Information	
1. Authorizing Agency: Ball State University	2. Authorizing agency contact person: Dr. Robert A. Marra, Executive Director
3. Authorizing agency contact telephone: 765-285-1336	4. Authorizing agency contact email: ramarra@bsu.edu
5. Authorizing agency address: Ball State University, Office of Charter Schools, Teachers College, TC-912, Muncie, IN 47306	
<p>20 U.S.C. § 5203(d)(3) requires all Charter School Program (CSP) grant applications must be provided to the charter school authorizer and the authorizer must verify that the CSP applicant charter school has notified them of application submission. The signature by the designated official from the charter school authorizer signifies that this requirement has been met.</p>	
Robert A. Marra	Executive Director
Authorizer Official Printed Name	Title
<u>Robert A Marra</u>	<u>January 29, 2018</u>
Signature	Date

Assurances

Each participating subgrant recipient does hereby agree to comply with the following assurances (mark each with an X):

☐_X_ 1. Subgrant funds will be expended during the specified grant period; standard accounting procedures will be utilized by subgrant recipients and records of all subgrant expenditures will be maintained in an accurate, thorough, and complete manner.

☐_X_ 2. Subgrant recipients confirm their understanding that funds for implementation activities will be awarded only if they are an open and operating school or have submitted an application to a charter school authorizer and plan to open within 18 months.

☐_X_ 3. Subgrant recipients will participate in all data reporting and evaluation activities as requested or required by the U.S. Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the Indiana Department of Education, annual, independent audits required by the state board of accounts that are publicly reported and include financial statements prepared with generally accepted accounting principles, annual reports, and a final expenditure report for the use of subgrant funds. This section includes participation in any federal or state funded charter school research or evaluations. Failure to submit required information may result in a withholding of grant funds or a non-renewal of subsequent year funding within the project period.

☐_X_ 4. Subgrant recipients will expend implementation funds only for the purpose of implementation activities in a charter school which is nonsectarian in its programs, admissions, policies, employment practices, and all other operations, and which will be in compliance with all Indiana laws and administrative rules regarding staff certification and licensure.

☐_X_ 5. Subgrant recipients will comply with all federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Part B of the Individuals with Disabilities Education Act, and Uniform Grants Guidance (2 CFR § 200). This section requires each charter school to recruit, enroll, retain, and meet the needs of all enrolled students, including children with disabilities and English learners.

☒_X_ 6. Subgrant recipients will comply with all state and local laws and health and safety requirements applicable to Charter Schools, including but not limited to all laws related to student admissions and enrollment, non-discrimination, data reporting, compulsory student attendance, and accountability.

X 7. Subgrant recipients will comply with all provisions of the Public Charter Schools Program of the U.S. Department of Education, including compliance with activities allowable for implementation funds. This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).



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This section requires compliance with the [Nonregulatory Guidance for CSP funds](#).

 X 8. Subgrant recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formulary basis.

 X 9. Subgrant recipients shall include important information on the website of the school to help parents and the community to make informed decisions about the education options available to their children, including information on the educational program, student support services, parent contract requirements (including any financial obligations or fees), and enrollment criteria. This section requires the school to provide annual performance and enrollment data for the student body and subgroups of students to the IDOE in order to display on its public database.

 10. It is the responsibility of each charter school that receives funds under this grant to comply with all required federal assurances. Any charter school that is deemed to be in noncompliance with federal or state statute and fails to address areas of noncompliance will not be funded. Funded schools will be expected to cooperate with the Indiana Department of Education in the development of certain reports to meet state and federal guidelines and requirements. Funded projects will be required to maintain appropriate fiscal and program records. Funded schools will be required to participate in desktop and on-site monitoring activities. If any findings of misuse of funds are discovered, project funds must be returned to the Indiana Department of Education. The IDOE may terminate a grant award upon thirty days' notice if it is deemed by the Indiana Department of Education that the school is not fulfilling the funded program as specified in the approved project or has not complied with the signed assurances.

I have read the above and agree to all terms and assurances.

Krisi Williams

Signature of Project Contact

Monse Custer

Signature of Board President

1-16-18

Date Signed

Jan 16, 2018

Date Signed

Grade Levels to be Served		
Year (of Grant Implementation)	Grade Levels	Projected Student Enrollment
First Year 2018-19	K-7 (Expand 7th)	200
Second Year 2019-20	K-8 (Expand 8th)	220
Third Year 2020-21	K-8	220
Fourth Year		
Fifth Year		
Maximum		
Student Demographics <i>indicate if actual or expected percentage of total student population</i> <u>X Actual</u> Expected		
Free/Reduced Price Lunch: 73%	Special Education: 45%	English Learners: 2%
Black:	Native Hawaiian or Other Pacific Islander:	Hispanic: 2.8%
American Indian: 0.6%	Multiracial: 1.7%	Asian:
White: 95%	Male: 52%	Female: 48%

Funding Requested		
	Month/Year to Month/Year	Funding Requested by Year
Planning (if applicable, prior to opening)	to * *Max 18 months	* *Max \$300,000 for planning year
Year 1 Implementation	Jan to Jan	\$291,709.50
Year 2 Implementation	Jan to Jan	\$300,000
Year 3 Implementation (if applicable)	Jan to Jan	\$300,000
Year 4 Implementation (if applicable)	to * *May not extend beyond 9/30/22	
Year 5 (if applicable, do not utilize this row if utilizing the planning period)	to * *May not extend beyond 9/30/22	
Total (max 5 years, planning + implementation)		\$891,709.50* Max \$900,000

Charter School Program Areas Contacts	
Students with Disabilities:	Contact Name: Shannon New Email: shannonnew@mays.k12.in.us Phone Number: 765-645-5577
English Learners (including Title III):	Contact Name: Shannon New Email: shannonnew@mays.k12.in.us Phone Number: 765-645-5577
Title I, Part A:	Contact Name: Shannon New Email: shannonnew@mays.k12.in.us Phone Number: 765-645-5577
Title II, Part A:	Contact Name: Shannon New Email: shannonnew@mays.k12.in.us Phone Number: 765-645-5577

Management Organization Information		
Will the school work with a charter or educational management organization? Yes X No		
If no, skip to the next page.		
If yes, name the management organization: Employer Identification Number (EIN):		
Is the management organization:	For Profit	Not for Profit
Employees of the school will be:	Employed by the school Employed by the management organization	
<p>Note about management organizations:</p> <p>Charter School Program (CSP) grants are made to charter schools, not any other entity. Regardless of the charter school's relationship with a management organization, the charter school and board retain responsibility for the all aspects of the grant including, but not limited to application submission, budget decisions, and repayment of any misspent funds. Items purchased by the school with CSP funds are and remain the property of the school, not the management organization.</p> <p>Grant applications and budgets may not include any management fees that the school incurs as part of the management contract but may pay for allowable activities carried out by the school or the management organization.</p>		

If applicable, the full contract or agreement with the charter management organization (CMO) or educational management organization (EMO) must be included with this application to ensure it meets the definition of arm's length requirements. In order to be considered eligible, the school must demonstrate that the CMO or EMO has no involvement with the administration of the subgrant. The following factors will be considered:

- a) Whether the charter school's governing board is selected by, or includes members who are employees of the CMO or EMO;
- b) Whether the charter school has an independent attorney, accountant, and audit firm that works for the charter school and not for the CMO or EMO;
- c) Whether the contract between the charter school and the CMO or EMO was negotiated at "arms-length," clearly describes each party's rights and responsibilities, and specifics reasonable and feasible terms under which either party may terminate the contract (e.g., the charter does not lose the right to use the facilities)
- d) Whether the fee paid by the charter school to the CMO or EMO is reasonable for the type of management services provided; and
- e) Whether any other agreements (e.g., loans, leases, etc.) between the charter school and the CMO or EMO are fair and reasonable, documented appropriately, align with market rates, and include terms that will not change if the management contract is terminated.

As a general matter, subgrantees must avoid apparent and actual conflicts of interest when administering grants. For additional information on conflicts of interest, please see Section G of the federal [CSP Nonregulatory Guidance](#).



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Optional Elements: Competitive Preference Priorities (up to 3 additional points)

Applications that address early childhood programs, postsecondary education, or rural area locations will receive preference points when applications are scored.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number) Note: 2 page limit for optional elements if attaching additional pages.
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<p>CPP1: Provide an overview of the early childhood, postsecondary, or rural area model and the expected targets and outcomes targeted at these unique populations</p> <p>Indicate areas of focus</p> <p>Early Childhood Postsecondary X <u>Rural Areas</u></p>	<p>MCA plans to expand their current K-6 charter to include a middle school, grades 7 & 8.</p>	<p>Mays Community Academy (MCA) is a rural charter school in Rush County, Indiana. Currently, MCA enrolls students from 7 rural Indiana counties (Rush, Shelby, Fayette, Hancock, Henry, Wayne, and Delaware) and 9 traditional school districts. More importantly, 45% of our population qualifies for an IEP per Article 7 definitions. Per our annual performance report from our charter school authorizer, Ball State University (BSU), MCA is the only public school option for students within a 6 county radius. MCA opened its doors in 2015 with 84 students, since then our population has exploded to 187. As the only accredited charter school in Rush County, MCA is navigating a breath taking rate of growth with very few resources. With a robust special education population, more than 70% free & reduced lunch rate, expanding bus mileage covering 3 counties, and a facility built in 1929, MCA is navigating the struggles of our own fast paced success.</p> <p>MCA plans to expand from its current K-6 configuration to a K-8 model by 2022. MCA is on track to open their middle school with grade 7 in 2018 and then grade 8 in 2019. Additionally, MCA is in the process of submitting a proposal to FSSA to support the enhancement of their preschool program in 2018 by navigating Indiana's <i>Paths to Quality</i> process. In order to ensure that our current elementary can grow a high quality middle school, MCA is requesting <i>Quality Counts</i> CSP funds to support the expansion of our middle school (grades 7&8). MCA has set the following goals related to our middle school expansion project:</p> <ol style="list-style-type: none"> 1. MCA will utilize a slow growth model to expand our current K-6 model into a K-8 by adding middle school one year at a time; 7th grade in fall 2018 and 8th grade in 2019. 2. MCA will be fully staffed with highly qualified teachers for all grades, including
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		<p>the new middle school, by 2018 and will retain 90% of their staff through 2021.</p> <p>3. Given our 1929 facility, MCA will ensure that the building is up to code with all state and federal regulations to be fully compliant with the Americans with Disabilities Act (ADA) for students with disabilities, Occupational Safety and Health Administration (OSHA) for students and employees, and the necessary infrastructure for the significant increase in numbers of students expected with the addition of middle school.</p> <p>4. MCA students will achieve at or above state averages on ISTEP+ and IREAD by 2019.</p>
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Required Elements

In order to streamline the application process and to ensure that the application does not duplicate efforts from the charter application to the charter school authorizer, the entity may state where the information regarding the below elements are already available within the charter application. However, if the eligible applicant needs to expand or more succinctly state the charter application in order to attend to all elements for the CSP grant application, then utilize the provided space within the application or attach additional pages.

Element	Addressed within Charter Application (cite page and paragraph/section # or mark N/A and address in next column or additional pages)	Additional Information (may attach additional pages if necessary, cite specific corresponding element number) Note: 30 page limit for required elements if attaching additional pages. Page limit does not include the budget.
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1. Provide an overview of the project, including the **vision of the charter school** and expected outcomes aided by the CSP funds.

*In March 2015, the Rush County Community School board voted to close Mays Elementary due to budget shortfalls. The closure would have meant the displacement of 200 students via long bus rides to already overcrowded classrooms. Additionally, it meant that a cornerstone of their community, the Mays Elementary building, formerly Center Township Grade and High School, listed on the National Registry of Historical Places as recognized by the United States Department of Interior, Parks, and Recreation would simply dwindle into dust. Many in the community saw this as the beginning of demise for their small community. **It became the desire of the community to preserve and enrich the quality rural education offered at Mays Elementary School, so 150 community members met and developed a plan to turn Mays Elementary into a public charter school.** With the support of Ball State University, the National Association of Charter School Authorizers, Indiana Charters LLC, and Rush County community stakeholders, the Mays Community Academy (MCA) school board endured a whirlwind chartering process to ensure that MCA opened its doors as usual in the fall of 2015.*

By utilizing a rural place-based pedagogy to teach Indiana Academic standards, MCA works daily to ensure that an ominous situation turned into a celebration of school, community, and culture. The road to success for MCA has been as bumpy as the county roads of Rush County. MCA's facility was built in 1929 and had been given very little care or updates by the previous school board in the last five years of operation due to budget shortfalls. This has left the building in desperate need for infrastructure repairs with numerous code and regulatory needs. Additionally, fully staffing the building with highly qualified teachers to continue to offer high quality education has been a struggle given their rural locale. Finally, while MCA anticipated its previous student population to return, it has additionally gained an overwhelming number of students with IEPs who did not feel their needs were being met by their previous schools. All of these challenges have been met with vigor and valor by MCA staff, stakeholders, and board members.

MCA is requesting funds via Indiana's Quality Counts CSP grant to ensure that MCA can grow its current elementary model into a high quality middle school model. MCA has set the following goals for their CSP request:

1. MCA will utilize a slow growth model to expand our current K-6 model into a K-8 by adding middle school one year at a time; 7th grade in fall 2018 and 8th grade in 2019.
2. MCA will be fully staffed with highly qualified teachers for all grades, including new middle school grades, by 2018 and will retain 90% of their staff through 2021.

<p>3. Given our 1929 facility, MCA will ensure that the building is up to code with all state and federal regulations to be fully compliant with the Americans with Disabilities Act (ADA) for students with disabilities, Occupational Safety and Health Administration (OSHA) for students and employees, Paths to Quality standards necessary for offering early childhood education as well as necessary infrastructure for the significant increase in numbers of students expected with the addition of middle school.</p> <p>4. MCA students will achieve at or above state averages on ISTEP+ and IREAD by 2019.</p>		
1a) Describe the vision of the charter school.	Pg. 6-7	<p>MCA instills in its students the passion and curiosity necessary for lifelong learning. MCA students develop the ability to think critically, communicate effectively, and excel academically. Through a high quality, integrated, rural focused place-based approach, utilizing Indiana academic standards and immersion in the community, MCA students become stewards of their environments with a desire to make their rural community a better place. MCA strives to have a positive impact on permanent organizations of rural people by participating in state and local policy development to ensure effective rural education.</p>

<p>1b) Describe the particular need for the school within the specific community, and how the community will be informed about the charter school.</p>	<p>Pg. 5-7, & 39</p>	<p>The decision to turn Mays Elementary into MCA was a deliberate community driven decision. In March of 2015, the traditional public school board voted to close the school based solely on budget shortfalls. The school had a long history of excellent academic performance, earning an A in the IDOE accountability process from fall 2011 up until it's closure in the spring of 2015. The community rallied to ensure that their beloved elementary school opened on schedule in the fall of 2015 as a public charter school. It was the desire of the community to preserve and enrich the high quality public education being offered by Mays Elementary. MCA is one of 3 rural public charter schools in the state and is currently the only public school of choice within a 7 county radius.</p> <p>After the traditional public school publicly voted to close Mays Elementary, a series of community meetings began taking place to organize. These grass root processes later solidified itself in to the long term marketing strategy of MCA. MCA engages in the following activities on a regular basis to keep the community informed of their activities:</p> <ul style="list-style-type: none"> • Door to Door Campaigns • Brochures • Yard Signs • Radio Interviews/Advertisements • Community Meetings • Newspaper Advertisements/ Articles • Discussions with local and state political entities • Flyers • Postcards • Direct Mailings • Website
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		<ul style="list-style-type: none"> • Social Media
1c) Describe the curriculum framework to be used in the school, including the key instructional practices and the research base that guides curriculum development.	Pg 11, 19-23	<p>While embarking on the chartering process, MCA specifically explored highly effective pedagogical models within rural contexts. After much research, they chose to implement a rural focused place-based pedagogy stemming from research out of New Mexico State University with high levels of success in rural communities. MCA offers a curriculum framed by Indiana Academic standards via a rural focused place-based pedagogy. Place-based education immerses students in local heritage, culture, ecology, landscapes, opportunities, and experiences as a foundation for the study of language arts, mathematics, social studies, science, and other subjects (J.M. Longhurst, 2012). Place-based education encourages teachers and students to use the schoolyard, community, public lands and other special places as resources, turning the community into classrooms. Project-focused and inherently tailored by local people to local realities, place-based education is equally relevant in small towns and big cities, equally elective for kindergartens and high school students. The rural landscape and rich heritage of Rush County will provide many unique learning experiences for the students at MCA. Place-based education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality. In short, place-based education helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities.</p>

<p>1d) Describe the specific ways in which the educational program will be innovative, unique, and enable all students, including students with disabilities and English learners, to meet or exceed Indiana’s challenging academic standards.</p>	<p>Pg. 35-41</p>	<p>Placed-based education is an approach to learning that lends itself perfectly to inclusion of students with exceptionalities and English Language Learners. Curriculum is naturally differentiated to meet the needs of all students. Additionally, it encourages educators to utilize the world around them to teach Indiana Academic standards in via real life experiences within their communities. This approach is not just good in theory, it has proven to be a selling point for the school. MCA’s reputation for working with students with IEPs has been a major reason for their drastic population increase. At the time of this application, 45% of students attending MCA are students with IEPs. MCA’s principal is a highly qualified special educator with numerous years’ experience. Her ability to lead her general education staff through providing high quality classroom instruction, as well as finding highly qualified special educators has been impressive and parents have taken notice. Students with IEPs are the largest and fastest growing group of students choosing MCA from outside the county.</p> <p>MCA ensures students with IEPs are educated in the least restrictive environment, with their non-disabled peers, to the extent appropriate and allowed by each student’s IEP. MCA uses an extensive MTSS process to ascertain early identification without over- identification, including holding school-wide MTSS meetings that are aligned with the assessment cycles. All special education records and files are maintained in IDOE’s Learning Connections portal for IEPs and all aspects of Article 7 are fully implemented by MCA’s staff.</p>
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<p>1e) Describe how the school will developed 21st century skills or prepare students to be college and career ready in future postsecondary and workplace environments.</p>	<p>Pg. 219</p>	<p>MCA believes that in order to prepare rural students for the 21st century, we must enhance their access to high quality early, elementary, and middle school educational options. We see ourselves, in chartering MCA, as part of that long term solution. MCA believes that being college and/or career ready is an essential skill necessary for success in adult life. If MCA students are going to be good stewards and advocates for themselves and their communities, they must be ready for what comes next. Place-based education is an ideal pedagogy for growing future leaders. Our vision driven focus on critical thinking, effective communication skills, and academic excellence are foundational for successful college students and career minded adults. By instilling a passion for lifelong learning and curiosity about the world around them, MCA students will not only have the hard skills necessary to navigate adult life, but also the soft skills to be fully prepared for whatever path may lay before them.</p>
<p>1f) Describe how the school will sustain activities when CSP funds are no longer needed (use to inform your sustainability budget year)</p>	<p>N/A</p>	<p>MCA has deliberately chosen a slow growth model to ensure fiscal sustainability and responsibility as they navigate the middle school expansion. The addition of CSP funds will ensure that the highest level of quality is provided for MCA students during this period of significant growth. All requests for CSP funds have been based on necessary replication start up activities, rather than creating new infrastructures, technologies, or temporary positions that will need to be maintained outside of normal business and fiscal functions in future years. CSP funds are being used for initial, one time start-up costs related to opening the middle school. Per IDOE guidance specific to CSP funding, staffing requests made for CSP funds are for 1 year only, all staff positions will remain after the CSP grant closes and are anticipated to be covered by general funds based on student enrollment post CSP funding. More detailed information on sustainability can be found in section 4 of this application and the budget uploaded as part of MCAs application.</p>

2. Provide an overview of the **expertise of the charter school developer(s)** to open, replicate, or expand the high-quality charter school.

MCA is led by an impressive leadership team with complimentary skill sets and a lifelong commitment to MCA. Nansi Custer serves as MCA's Board President. She has served in this capacity since the inception of the school. In addition to serving on MCA's board, Ms. Custer serves in a leadership role in her family's electrical company. From 1998-2008, Ms. Custer was appointed by the Rush County Board of Commissioners to serve as the Executive Director of the Rush County Emergency Management Agency. Additionally, in 2006 Ms. Custer began working for US Department of Homeland Security/ FEMA.

Ms. Krissi Williams serves as MCA's Director and CFO for Norther Rush County Schools. Ms. Williams has 25 years of experience in public accounting, serves as a senior tax accountant, is an Enroll Agent, and holds an accounting degree.

MCA's Director of Curriculum is Mrs. Shannon New. Mrs. New has a BA from Ball State, an MS from Indiana Wesleyan University, and an administrative license from Western Governors University. She has more than 12 years of experience as a classroom teacher, including 5 at a charter school in Indianapolis.

2a) Identify the key personnel involved in the development and describe their previous experience.

Pg. 79-85

In addition to the leadership team, MCA also has a strong building level academic team and board of directors.

Director of Preschool, Elyse Cory: Career Long Kindergarten Teacher, BA in Early Childhood Education from Ball State University

Vice President of Board of Directors, Deanna Disney: BS University of Evansville and Sales Manager at Watch Communications

Treasurer of the Board of Directors, Marcia Schwering: BS Purdue University, Beacon Credit Union

Secretary of the Board, Shannon Dawson: Butler University alumni, Education Producer, Indiana Business.

<p>2b) If selecting to replicate or expand a high-quality school, provide data and analysis that clearly demonstrates the model replication or expansion will deliver strong academic growth and student achievement while displaying no significant issues in operational management (student safety, school finance, or statutory/regulatory compliance) The analysis must reference the school’s Annual Performance Report found on DOE Compass (or a similar report if not an existing Indiana model).</p>	<p>N/A</p>	<p>CSP funds are being requested to support the expansion of MCA to include a middle school. MCA has been labeled a B school in the IDOE accountability system. When reviewing MCA’s assessment data, it is important to note that 45% of the entire student population at MCA qualifies for an IEP. MCA’s ISTEP and IREAD pass data from 2015-2017 have been listed below:</p> <table data-bbox="915 435 1346 605"> <thead> <tr> <th></th><th>2015-16</th><th>2016-17</th></tr> </thead> <tbody> <tr> <td>IREAD</td><td>87.5%</td><td>94.7%</td></tr> <tr> <td>ISTEP +</td><td>39.3%</td><td>36.8%</td></tr> </tbody> </table> <p>While MCA has experienced success with IREAD, ISTEP has been more of a challenge, hence MCA has set CSP goal #4 focused on ISTEP achievement. Additionally, MCA has had no issues with operational mismanagement. MCA is a fiscally sound, well run school.</p>		2015-16	2016-17	IREAD	87.5%	94.7%	ISTEP +	39.3%	36.8%
	2015-16	2016-17									
IREAD	87.5%	94.7%									
ISTEP +	39.3%	36.8%									
<p>3. Provide an overview of the charter school goals.</p> <p><i>Per MCA’s charter agreement with BSU, MCA has the following “big picture” goals as a school:</i></p> <ol style="list-style-type: none"> <i>1. Develop and grow a high quality place-based rural school.</i> <i>2. To fulfill the desire of the community of Mays to preserve and enrich the quality rural education offered by MCA.</i> <i>3. MCA strives for a 90% student retention rate.</i> 											

<p>3a) Describe 3-5 specific, measurable goals to address the academic outcomes of all students that specifically related to activities within the <i>Quality Counts</i> CSP grant and the methods for which the goals will be measured. This must include student achievement data from the state content assessment.</p>	<p>N/A</p>	<p>MCA recognizes the importance of high quality teachers and a fully accessible building for ensuring the success of all students. MCA is also fully aware of the difficulties of recruiting and retaining high quality teachers in rural areas given the teacher shortage in Indiana. In addition to the goals in MCA’s charter, the following goals have also been set specific to the use of CSP funds:</p> <p>1. MCA will utilize a slow growth model to expand our current K-6 model into a K-8 by adding middle school one year at a time; 7th grade in fall 2018 and 8th grade in 2019.</p> <p>2. MCA will be fully staffed with highly qualified teachers for all grades, including new middle school grades, by 2018 and will retain 90% of their staff through 2021.</p> <p>3. Given our historic 1929 facility, MCA will ensure that the building is up to code with all state and federal regulations to be fully compliant with the Americans with Disabilities Act (ADA) for students with disabilities, Occupational Safety and Health Administration (OSHA) for students and employees, and necessary infrastructure for the significant increase in numbers of students expected with the addition of middle school.</p> <p>4. MCA students will achieve at or above state averages on ISTEP+ and IREAD by 2019.</p> <p>MCA will collect and submit data and evidence to IDOE annually. The following will be submitted to IDOE:</p> <p>1. MCA will submit resumes & signed contracts by highly qualified teachers hired with CSP funds in year 1.</p>
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		<p>2. MCA will submit resumes & signed contracts by highly qualified teachers hired with CSP funds in year 2.</p> <p>3. MCA will submit staff rosters for 2018-19, 2019-20, 2020-2021, & 2021-22 as evidence of staff retention.</p> <p>4. MCA will submit reports from building authorities and assessors showing full compliance with building codes specific to the number of students enrolled at MCA.</p> <p>5. MCA will be able to submit 3rd grade ISTEP+ and IREAD data for MCA students in year 3 of CSP funding.</p>
3b) Describe how the school will ensure all stakeholders, including staff, students, and community are aware of the school's goals.		<p>The decision to grow a middle school is another community driven decision. Many MCA parents that have students in 5th & 6th grade have requested the middle school, so CSP funding will ensure that MCA can meet the needs of their families. In preparation for this proposal, MCA already notified their authorizer of their plan for expansion. Upon notification of the 2018 CSP funds, MCA leadership will also share the goals and expected outcomes of the grant with MCA staff, board, families, BSU, and community members via already scheduled meetings. Additionally, MCA will provide all stakeholders updates on progress made toward the CSP goals at scheduled meetings and via their website.</p>

4) Provide an overview of how the charter school expects to accomplish the goals stated in section 3 with the **use of the CSP funding**.

Building a middle school and bringing a historic building up to code per state and federal regulations is no small feat. In order to achieve the CSP goals, MCA has chosen to request CSP funds in four primary areas:

- 1. In order to ensure that MCA students receive a high quality educational experience during Indiana's teacher shortage, MCA will use funds to recruit and retain highly qualified teachers. CSP funds will be used to for the initial start-up salaries for 7th & 8th grade teachers for 1 school year, tuition reimbursement for existing staff, as well as high quality professional development opportunities for all teachers.*
- 2. In order to add a middle school to the current K-6 model, MCA is requesting funds to support the necessary curriculum, technology, and facility upgrades to sustain the expansion of middle school.*
- 3. Given that MCA serves students from 7 different counties, MCA would like to use CSP funds to add their own transportation, rather than solely relying on neighboring schools and/or private contractors.*

<p>4a) Provide a budget narrative to address each budgeted line item to demonstrate alignment between the grant goals and proposed expenditures.</p>		<p><u>Budget Line Items Year 1</u></p> <p>Line 2: Professional Development & Travel for Highly Qualified Teachers (Ron Clark Academy)</p> <p>Line 3: Laser Copier, Chromebooks, 3D Printers, Smartboards, Music Equipment, Digital Server</p> <p>Line 4: 7th Grade Curriculum & Basic Classroom Supplies</p> <p>Line 5: Water Well, Floor Updates, Sound Proof Music Room</p> <p>Line 6: Indirect costs at state approved amount & tuition reimbursement for highly qualified teachers</p> <p>Line 7: 7th Grade Teacher Salary & Benefits (1 year only)</p> <p><u>Budget Line Items Year 2</u></p> <p>Line 3: Chromebooks, Music Equipment, Table & Chairs, AV Equipment, Mini Bus</p> <p>Line 4: 8th Grade Curriculum & Basic Classroom Supplies</p> <p>Line 5: Bus Insurance & Elevator</p> <p>Line 6: Tuition Reimbursement for Highly Qualified Teachers</p> <p><u>Budget Line Items Year 3</u></p> <p>Line 3: Laser Copier, Distance Learning Tech/Equipment, 3D Printer, Science Lab, & Lunch Tables</p>
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		<p>Line 4: Basic Classroom Supplies</p> <p>Line 5: Doors, Restroom Renovations, Camera System, Entry & Sidewalk Updates</p> <p>Line 6: Tuition Reimbursement for Highly Qualified Teachers</p>
4b) Describe how each cost is reasonable, allocable, and necessary in light of the project goals.	N/A	<p>All costs submitted in MCA's CSP request are directly associated with the initial start-up costs of their new middle school. Given the lack of support for rural charter schools, CSP funds are vital to offer choice to families in rural Indiana. In light of the high levels of community engagement experienced by MCA, these funds will ensure that families in these counties are provided a high quality educational option. Additionally, given the lack of maintenance and upkeep to the 1929 facility from the previous school district, MCA is requesting funds for "necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition" (OMB Circular A-122, Sec. 27 (rev. May 10, 2004); 2 CFR appendix B to part 230, section 27). Per IDOE and federal guidance, salaries for start-up of staff for each additional grade level have been included for one school year only. Benefits for all CSP hired staff will be covered by MCA. All other requested funds focus on teacher recruitment efforts and technology for students, both allowable expenditures per IDOE CSP guidance.</p>
4c) Describe how the school will develop the required capacity to continue implementation and operation in a high-quality manner after the grant expires	N/A	<p>CSP funds will be able to carry the brunt of the expansion start-up costs for new teacher recruitment, hiring start up staff, one time technology fees, and necessary maintenance of the 1929 facility. These activities are easily maintained once they have been established. By adding the middle school, with fully enrolled grades, MCA will be able to sustain its new K-8 model with state and general funds.</p>

<p>5) Provide an overview of the charter school governance plan and administrative relationships.</p>	<p>Pg. 15, 43-47, & 156</p>	<p><i>Mays Community Academy Inc., is an Indiana nonprofit organization with IRS designated 501(c)3 status. MCA is authorized by Ball State University (BSU). MCA has a Board of Directors comprised of 4 members. The board, school leadership, and BSU work together to make sure the school is in good standing. This model of school management will be in place with the expansion of the middle school.</i></p> <p><i>The director reports to the board of directors and handles all school level operations. She also manages all budgets and fiscal decision-making.</i></p> <p><i>The curriculum director serves as the building level leader, hiring and managing staff, maintaining a safe and legal learning environment, handling parent communication, school discipline, scheduling, school-based events, and community relations.</i></p>
<p>5a) Describe the governance structure of the school, including any partnerships with Educational Management Organizations (EMOs) or Charter Management Organizations (CMOS) and why they were selected.</p>	<p>Pg. 52</p>	<p>The MCA Board has general oversight of the fiscal management, basic education and policy development of the school. The Board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. Additionally, the board has four standing committees to ensure complete oversight: Executive Committee, Finance Committee, Education Committee, and the Grant & Fundraising Committee.</p> <p>The Board assures that the educational mission as per the charter application is maintained. The day-to-day implementation of this plan is the responsibility of the Director. The Board is responsible for the hiring and evaluation of the Director.</p> <p>MCA currently does not have any partnerships with an EMO or CMO.</p>

<p>5b) Describe how the school operates by explaining how the charter school leaders are empowered to make daily decisions, and how staff within the school organization work together.</p>	<p>Pg. 156</p>	<p>MCA is a 501(c)(3) nonprofit organization that has been incorporated. MCA is a charter school that is authorized by BSU. MCA is a fully autonomous charter school with its own corporation code in the Indiana Department of Education system (IDOE). MCA's board of directors is an autonomous entity, they do not report to another entity, but they do work collaboratively with BSU and the school leadership to ensure the school is in good standing.</p> <p>The roles and responsibilities of the school leadership for MCA follow a direct organizational chart, with mission, vision, budgeting, and administrative/operational oversight handled by the organization's Director. Serving underneath the Director, the organization's Director of Curriculum manage building operations and protect the fidelity of the MCA academic model. The Director oversees bookkeeping, HR, facility needs, maintenance contracts, vendors, and technology. The Director of Curriculum works directly onsite with the Director and teaching staff to coach academic implementation, data-driven instruction, and educational leadership. The Director of Curriculum serves as the building level leader, hiring and managing staff, maintaining a safe and legal learning environment, managing the site-based budget, handling parent communication, school discipline, scheduling, school-based events, and community relations.</p>
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<p>5c) Describe the process to select board members.</p>	<p>Pg. 52</p>	<p>MCA currently has all of its founding board members. All board members live in the community and offered to be on the board to support the start-up of the charter school given the quick turn-around necessary to ensure the community had an elementary school between the time the traditional public school announced its closing and the start of fall classes.</p> <p>MCA has a code of ethics that expresses the ideals that the MCA governing board believes should guide the board members actions. MCA board members comply with all comply with all applicable federal, state, and local laws.</p> <p>As new board members are needed, as selection process will be developed by the existing board. The board is currently reviewing its process for term limits and board recruitment.</p>
<p>5d) Describe the governance training for board members, current and prospective.</p>	<p>Pg. 53</p>	<p>MCA's governing board uses the National School Board Association's framework, "Key Work of School Boards: Student Achievement." MCA chose this framework because it's based in community engagement and focuses on the Board's responsibility for providing the "conditions necessary for excellence in teaching and learning." The eight key actions identified in the framework are: Vision, Standards, Assessment, Accountability, Alignment, Climate, Collaboration, Community Engagement, and Continuous Improvement. The MCA Governing board has two annual retreats a year focusing on development and capacity to govern. Additionally, each board member is given a board hand book outlining role and responsibilities, as well as Indiana's Open Door policy for school board members. Finally, the school attorney conducts and annual board workshop to keep the board informed of regulatory updates.</p>

<p>5e) If applicable, describe the relationship between the charter school leadership, governing board, or authorizer with the chosen service providers to ensure no apparent or real conflict of interest would be involved, per (EDGAR) § 74.42.</p> <p>Please indicate “N/A” if no service provider is utilized.</p>	<p>Pg. 202</p>	<p>MCA board, leadership, and staff maintain full compliance with EDGAR 74.42 when selecting external vendors for services. All contracts for services are reviewed for conflicts of interest, specific to financial gain between vendors and MCA board members, leadership, and staff prior to execution of contracts. Additionally, while an education service provider (Indiana Charters, LLC) was utilized in the first years of the school, no service provider is being utilized for activities related to CSP funds.</p>
<p>5g) Describe how the charter school will ensure timely and accurate data submission for state and federal reporting requirements.</p>	<p>N/A</p>	<p>MCA has and continues to submit all documents, data and reporting to the state and federal reporting agencies in an accurate and timely manner. MCA staff has experience submitting accurate reports, data, and documentation. During MCA’s renewal process, MCA received a 3 out of 4 in the area of Governance and Leadership which includes metrics on timely reporting.</p>
<p>6) Provide an overview of the student recruitment and admissions process.</p> <p><i>MCA is currently at full capacity. MCA’s admissions practices fully comply with state law and applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990.</i></p> <p><i>MCA is an Indiana charter school, and any child who is qualified for admission to an Indiana public school is qualified for tuition-free admission. Enrollment in the school will be open to all students. As a public charter school, admission will not be limited on the basis of intellectual ability, athletic ability, disability, race, creed, national origin, religion, or ancestry, or any other criteria that would be unlawful. Additional information about MCA’s enrollment procedures can be found on their website at http://mayscommunityacademy.com/Registration.aspx</i></p>		

6a) Describe the school's recruitment plan, and compliance with Indiana Code 20-24-5.	Pg 89	As per IC 20-24-5-5, we will enroll any eligible student who submits a timely enrollment application except when the number of applications for a grade level exceeds capacity. If we receive a greater number of applications than there are spaces for students, each timely applicant is given an equal chance of admission via a lottery process.
6b) Describe the public lottery process that will be conducted when more students apply than be accommodated.	Pg. 89	<p>In accordance with Charter School law, Mays Community Academy conducts an annual lottery to randomize students currently sitting on the wait list. This lottery, held during the first week of May, will be held only if applications exceed capacity. The lottery shall be conducted at an advertised public meeting by an independent third party.</p> <p>Students requesting enrollment after the date established for the annual lottery, will be added to the end of this list in the order received.</p>
<p>7. Provide an overview of how the charter school will meet the needs of educationally disadvantaged students.</p> <p><i>MCA's mission and vision are focused on rural students. These students, as a larger group, have historically been underserved and have fewer options and educational choices than students in urban areas. MCA currently has a student population that is comprised of 45% students with IEPs and 72.2% free and reduced lunch. As a rural area struggling to support students caught in the middle of the opioid crisis in rural Indiana, MCA has had to develop strong relationships with Child Protective Services (CPS) to ensure seamless services for families and students. Additionally, MCA's Director of Curriculum is a highly qualified special education teacher and has used this back ground to ensure that MTSS procedures, Title I services, and high quality special education programming has been put in place. Finally, MCA offers transportation and child care for families navigating heavy workloads. MCA takes their responsibility specific to supporting educationally disadvantaged students and families in their community as a moral imperative and iatrical part of the services they provide.</i></p>		

<p>7a) Describe how the school will comply with state and federal law to deliver appropriate services to meet the needs of students with disabilities, low-income students, English learners, homeless, and neglected & delinquent students.</p>	<p>Pg. 162</p>	<p>MCA's daily practices fully comply with applicable federal laws, including Part B of the Individuals with Disabilities Education Act and Federal civil rights laws, including, but not limited to: Title VI of the Civil Rights Act of 1964; Section 504 of the Rehabilitation Act of 1973; and Title II of the Americans with Disabilities Act of 1990. Additionally, MCA fully implements of Indiana's Article 7, McKinney-Vento Act amendments made via ESSA in 2016 & 2017, Title I Part C, and Title III.</p> <p>MCA's structures are designed to maximize learning opportunities for low achieving and at-risk students. Low-achieving or at-risk students are fully integrated in the classroom and participate in all aspects of the educational program. During MCA's recent renewal assessment performed by their authorizer, MCA received a 3 out of 4 for their support services and use of data to make informed decisions about student need.</p>
<p>8. Provide an overview of the community outreach activities.</p> <p><i>MCA is truly a community school. It has been the center of Mays, Indiana since 1929. When the school was closed by the traditional public school due to funding cuts, 150 community members started attending meeting to figure out their option to save their beloved elementary school. This whirlwind process has resulted in MCA being chartered by BSU and a school that has grown from 84 students on opening day, to fully enrolled at 187 students just two years later. Additionally, MCA does its part to be an example of best practice in the rural charter school landscape. They engage with numerous organizations to support their efforts to support rural education. One such example would be the letter of support that MCA supplied for IDOE's 2017 Quality Counts proposal to the USDOE. MCA was cited as an example of best practice with potential for expansion in IDOE's Quality Counts narrative (pg. 30).</i></p>		

8a) Describe how parents and the community are involved in the planning and design of the charter school	pg. 99	<p>MCA has the following activities taking place to engage the larger community:</p> <ul style="list-style-type: none"> • An Active Facebook Page • Parent- Teacher Conferences Twice a Year • Open House • Phone Calls Home • Up to Date Information via PowerSchool • Special Education Conferences • Regularly scheduled and Posted Board Meetings • Booster Club/Athletics • Committee Participation
<p>9. Provide an overview of the <i>fiscal management plan</i>.</p> <p><i>The MCA Board has general oversight of the fiscal management, basic education and policy development of the school. The Board is responsible for the sound fiscal management of the non-profit, including approval of the yearly budget, monthly review of the applications of that budget, and the selection of an approved auditor who will complete a yearly audit as prescribed by Indiana Statute. MCA operates in compliance of all applicable Indiana laws. Per MCA's charter agreement, MCA serves as its own fiscal agent. MCA prides itself on being a good steward of public dollars and per their recent renewal process, there were no financial deficiencies noted. The School Director has extensive experience in accounting and serves as CFO for the organization. Additionally, MCA has a Treasurer on their board of directors and a Finance Committee.</i></p>		

<p>9a) Describe the internal controls over expenditures and how records will be maintained</p>	<p>Pg. 103</p>	<p>It is the responsibility of the Director to maintain the building level finances. These include:</p> <p>Financial Management</p> <p>Review, sign and approve vouchers</p> <p>Create budget appropriations</p> <p>Ensure compliance with State Board of Accounts policies and procedures</p> <p>Ensure compliance with Indiana and Federal reporting and accounting requirements</p> <p> Prepare financial reports as required by the Board, Ball State University, IDOE, and other agencies to whom we have legal obligations</p> <p> Includes the ability to delegate the preparation of state and federal reports involving building-level programming such as Title II, IV and V, basic skills remediation, and at-risk and alternative school programs</p> <p> Work with building level administration to establish student fund-raising initiatives</p> <p> Apply for local, state, federal and foundation grants with the potential of supporting the corporate mission</p>
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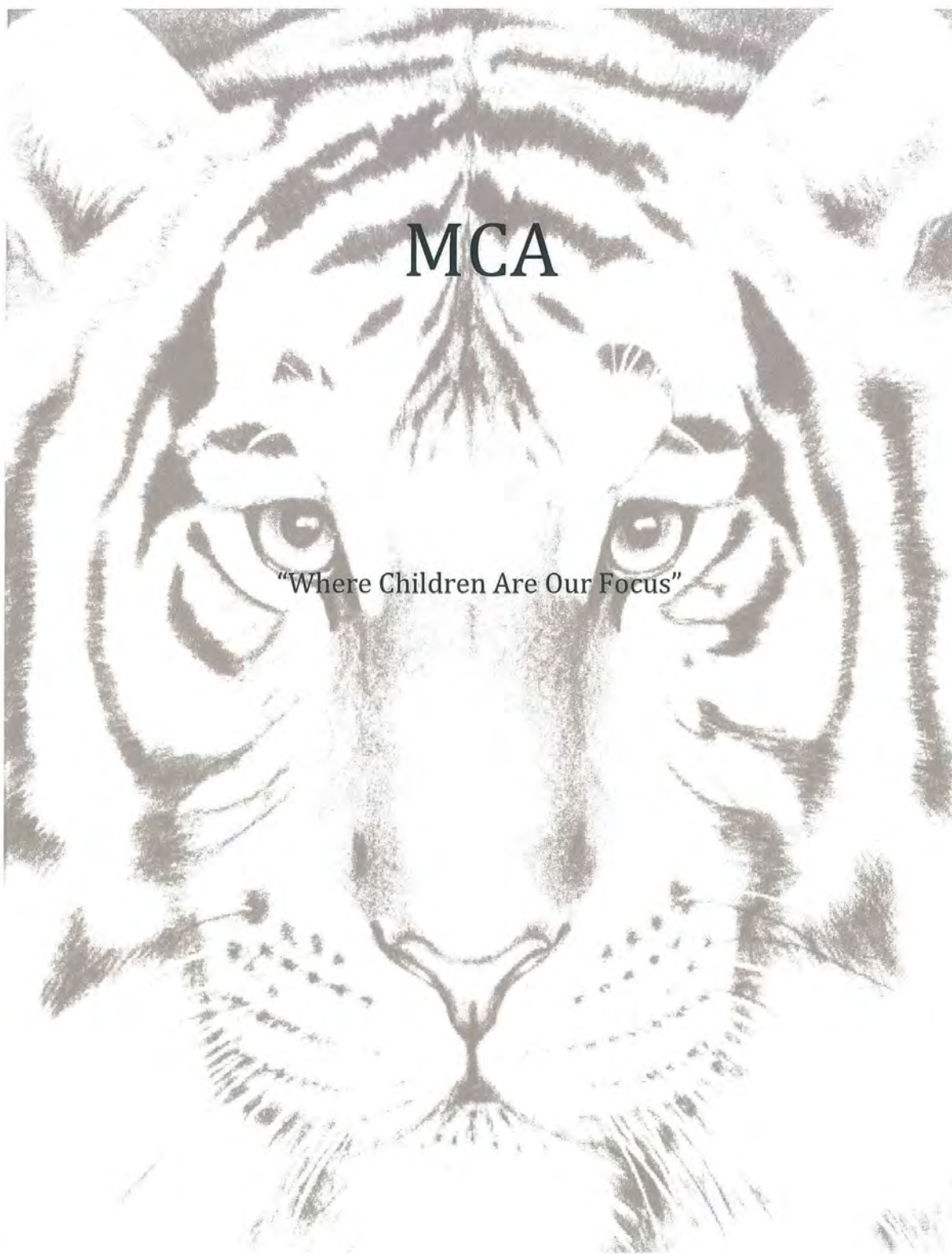
9b) Describe the process for managing this particular grant, including decision-making process, creation of the budget, and how items purchased are tracked. Schools working with an external provider must affirm that the charter school leaders are responsible for all aspects of the grant management.	N/A	All CSP funds and decisions will supervised by the Director. The Director created the budget. The Director and Curriculum Director will work together on all expenditures related to CSP funded materials and submission of receipts and reimbursement activities with IDOE. All hiring of staff, recruitment activities, and technology purchases with CSP funds will be done by Director and Director of Curriculum, and evaluation efforts will be led by the director.
9c) Describe how other state and federal funds will support the effective operation of the school or student achievement, including paying for staff and other related costs beyond initial startup costs support by the CSP grant	N/A	CSP funds have primarily been marked for start-up activities. MCA has requested staff funds staggered across the two years of the grant for one year each to get the middle school up and going. Per MCA's fiscal planning, including Title I and ADM count dollars, as well as the addition of enrollment dollars, all staff positions created by CSP efforts will be sustained pre, and post CSP grant funding.
<p>10. Provide an overview of the facilities to ensure they are safe, secure, and sustainable.</p> <p><i>The Mays Elementary building, formerly Center Township Grade and High School, is listed on the National Registry of Historical Places as recognized by the United States Department of Interior, Parks, and Recreation. This school building was built in 1929 and is an original Indiana school house. While the building is beautiful and historically inspired, the previous owners did very little to upkeep the building. CSP funds are being requested to maintain, upkeep, and bring the facility into compliance with ADA, OSHA, and other regulations for schools, as well as sustain the capacity issues the school is facing with expanding into a middle school. MCA has no debt on the building and owns it out right.</i></p>		

<p>10a) Describe the school's facility plan, including how the student enrollment and other available funding will meet the facility needs</p>	<p>N/A</p>	<p>The biggest financial challenge MCA faces is lack of capital funds and a historical building in desperate need of upkeep. CSP funds have been specifically requested to ensure the building can sustain the expansion of a middle school. MCA can run day to day operations on general funds, Title I, and special education funds. All positions being supplemented for 1 year via CSP funds will be maintained by per pupil dollars once CSP funds are finished.</p>
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<p>10b) Describe how the charter school has considered the transportation needs of the school's students and provide an overview of the transportation plan</p>	<p>Pg. 137</p>	<p>It is the policy of the Board to provide transportation for those students whose distance from their school makes this service necessary. The regulations of the State Department of Education shall govern any question not covered by this policy.</p> <p>School bus routes will be contracted out by the Corporation. A school bus is a motor vehicle that is designed and constructed for the accommodation of at least ten (10) passengers and used for the transportation of school children to and from school, school athletic games or contests, and other school functions. The term "school bus" does not include a privately owned automobile with a capacity of not more than five (5) passengers that is used for the purpose of transporting school children to and from school.</p> <p>The Board shall enter into a contractual agreement with an individual or fleet contractor for the transportation of students.</p> <p>A special purpose bus is any motor vehicle designed and constructed for the accommodation of more than ten (10) passengers that meets the Federal school bus safety standards except the requirement for stop arms and flashing lights that is used by the School Corporation for transportation purposes not appropriate for school buses.</p> <p>A special purpose bus may be used to transport students and their supervisors, including coaches, managers, and sponsors to athletic, other extracurricular school activities, and field trips.</p> <p>A special purpose bus may also be used to transport homeless students.</p>
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Required Appendices	
A) Charter Application to Authorizer (New, Replication) or Amendment to Existing Charter (Expansion)	Yes ___pg. 45-301___
B) Budget Form/Narrative (use required form)	Yes __The Budget Narrative has been uploaded to the IDOE portal per IDOE Guidance___
C) 2016-2017 Expanded Annual Performance Report (if applicable) or most recent <i>Found at compass.doe.in.gov > Accountability > Annual Performance Report</i>	Yes _pg. 303-304___
D) Proof of non-profit status of the governing board of the charter school or proof that the application for such status has been made	Yes __pg. 305-308___
E) Enrollment or student admissions policy	Yes ___pg. 309___
F) Agreement or contract between the charter school governing body and the management organization (if applicable)	Yes _____ N/A___X___
G) School's discipline policy. Statute requires discipline policies that promote retention and reduce the overuse of discipline practices that remove students from the classroom	Yes ___pg. 309-317___

Appendix A Charter Application





Office of Charter Schools



REQUEST FOR PROPOSAL

For

May's Community Academy

Opening in the 2015-16 School Year



This Request for Proposals for Ball State University was developed in collaboration with the National Association of Charter School Authorizers (NACSA).

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PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

Primary Contact. Identify the **primary point of contact** for your team. This individual will serve as the contact for all communications, scheduling, and notices regarding your application. The Primary Contact should be the user of the team's CSAPPHIRE account to ensure that your team receives all general communications promptly.

Note: As with all aspects of your application, names and contact information of the Primary Contact will become public information.

Primary contact person: Nansi Custer

Mailing address: 2028 East 800 North
Street/ PO Box
Rushville Indiana 46173
City State Zip

Phone: (day) 765-969-2215 (evening) 765-969-2215

Email address: Maystigers@bbnwireless.com Fax: 765-645-5013

Primary contact for facilities planning: Nansi Custer

Phone Number: 765-969-2215 **e-mail:** Maystigers@bbnwireless.com

Name of team or entity applying: Northern Rush County School Corporation / MCA

Names, roles, and current employment of all persons on applicant team (you may add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Nansi Ann Custer	Electrical contractor, Custer Electric. Data and Communications Specialist - U.S. Dept of Homeland Security	Founding Board / Operational Board (president)
Deanna Disney	Senior Sales Representative – Broadband Networks Wireless Internet Watch Communications	Founding Board / Operational Board (vice president)
Greg Jarman	Owner / CEO of Broadband Networks Wireless Internet Watch Communications	Founding Board / Organizational Board

Shannon Dawson	Television produce/writer for WFYI	Founding Board / Operational Board
Fred Smith, Jr	School Administrator, retired, Rushville Community Schools	Founding Board / Operational Board
David Doyle	Artist Director, Rush County Chorale	Founding Board / Operational Board

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐ Yes ☒ No

If yes, complete the table below, adding lines as needed.

State	Authorizer	Proposed School Name	Application Due Date	Decision Date
	n/a			

Will an application for the same charter school be submitted to another authorizer in the near future?

☐ Yes ☒ No

If yes, identify the authorizer(s): n/a

Planned submission date(s): n/a

Please list the number of previous submissions for request to authorizer this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s): n/a

Submission date(s): n/a

Provide the intended opening year for the proposed school.

Opening Year	*Geographic Community	Opening Grades	Grade Levels at Full Enrollment
2015	Northern Rush County	K-6	K-6

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.), if any:

Place-Based Elementary School

***Does the school expect to contract or partner with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization) or other organization for school management/operation?**

☒ Yes ☐ No

If yes, identify the ESP or other partner organization: Indiana Charters LLC

**** If the applicant intends to partner with an ESP or partner that has previous experience in operating a school, the applicant MUST use the RFP for Experienced Operators rather than this RFP version.***

Proposed Principal/Head of School Information, if known: Not Known at This Time n/a

Name of proposed Principal Candidate: _____

Current employment: _____

Daytime phone: _____ Cell phone: _____

Email: _____

The board has received inquiries, but no definitive decisions have yet been made.

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 (specify)	150	175	K-6
Year 2	160	180	K-6
Year 3	170	185	K-6
Year 4	180	190	K-6
Year 5	180	190	K-6
At Capacity (specify year) Year 4	180	190	K-6

The physical capacity of the school is 300; however, we believe the school should grow slowly to no more than 200 students. This size allows a reasonable influx of students from outside of the school's former boundaries, but maintains realistic expectation for its rural location.

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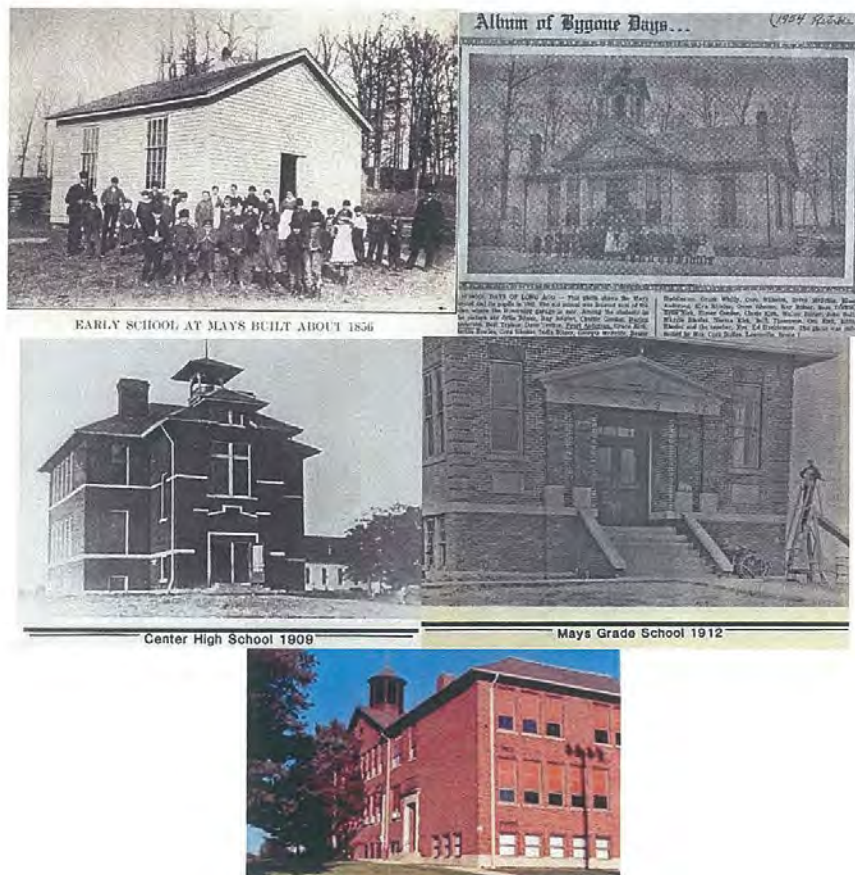
SCHOOL NARRATIVE

School Overview

A) The proposed plan:

“Study the past if you would define the future.”
— Confucius

Mays Yesterday and Today



For now, Mays Elementary School is currently part of the Rush County Schools with administrative offices in Rushville, Indiana. The Mays School district covers all or part of four townships in northern Rush County in east central Indiana. The school is located in the small town (Pop. 180) of Mays, about nine miles north of Rushville. The town has some small businesses, a fire station and the Lions' Club. Mays Elementary School, formerly Center Township Grade and High School, is on the National Registry of Historic Places as recognized by the United States Department of Interior, Parks and Recreation.

During the past few years there have been rumblings from the Rush County School Board of closing Mays Elementary School because of budget shortfalls. As soon as it became eminent, one hundred and fifty members of this small community rallied together at a local church to discuss options. No one wanted to see another old school building sit empty and simply dwindle into dust. The closing would mean the displacement of nearly two hundred students into already crowded classrooms. This would also mean the demise of the small community life the locals enjoy. A core group of individuals, from the initial one hundred and fifty, came together to form a task force to join education and the community as one for the sustainability of the small rural area.

The school board of Rush County Community Schools officially voted to close Mays Elementary on March 10th, 2015. As has happened in many small rural farming communities the old school, several miles off the city hub, was chosen for closure. The Rush County School Board has been extremely accommodating to date. They are currently in negotiation with the local trustees to relinquish the building and its contents. A meeting is scheduled on March 23 to finalize negotiations. With the blessing of the board, the people of Mays are moving forward in their endeavor to make MCA (MCA) charter school a reality.

With tremendous support from the community, the newly-formed Northern Rush County School Corporation has taken shape quickly. The application for a 501(C) 3 has been submitted. An Educational Service Provider has been selected and has begun laying the groundwork for an expedited opening of a high-quality, place-based rural elementary charter school.

After a study of innovative education models, discussion with educational leaders, and a visit to the nationally-acclaimed Rural Community Academy, our founding group will create this innovative model in the small town of Mays. By incorporating local history, people, places and things (rural place-based initiative) to teach the Indiana State Standards, MCA will turn an ominous situation into a celebration of school and community. It is the expectation of the community that Ball State University will sponsor their second, place-based rural school.

The Geographic and Population Considerations: Challenges / Advantages

Note:



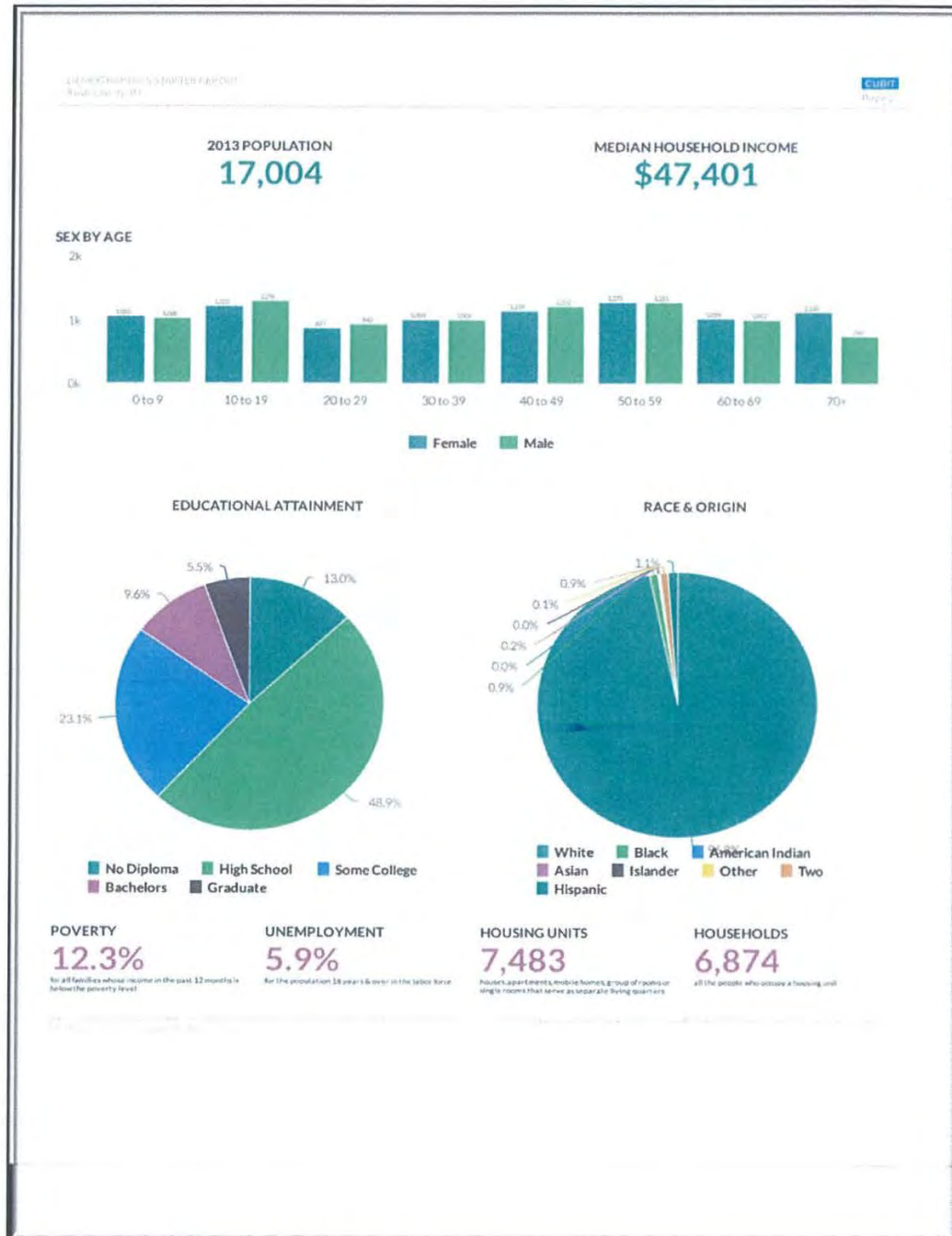
Rush County Rush County Economic and Community Development Corporation is working to promote the area as a convenient hub to Indianapolis, IN, Cincinnati, Dayton and Columbus, OH. Industry in Rush County includes supply train, manufacturing, automotive supply, as well as agribusiness.

The city of Rushville has developed a comprehensive plan for stability and growth. The plan was published in 2014 with the assistance of Strategic Development Group Inc., and HWC Engineering. The complete plan may be viewed on the city website: <http://cityofrushville.in.gov/pdfs/2014-12-02%20Com%20Plan%232.pdf>

Although the school districts in the area project decline in enrollment, given the current trends, the cities are working for sustainability and growth. The city of Rushville in particular has plans to build their infrastructure and then expand on what they have. They have plans to maximize their current business parks, solidify populations' sustainability, and attract new commerce with tax abatements and other incentives. It is the belief of the organizing board that, given the current economic trends, the enrollment projections are attainable. If the local economic efforts are achieved the school's waiting list may far exceed their expectations.

The current statistics of Rush County related below are substantial in supporting MCA (MCA). The unemployment rate is far below the state/national standard keeping families in the area. The poverty rate is well below larger city averages promoting sustainability and growth. The younger age group is steady ranging between the ages of 20-29 (most child bearing years). More than 50% of the population is high school graduates supporting the skilled craftsman in the area. This evidence further substantiates the founding board's belief in the establishment of the MCA.

RUSH COUNTY STATISTICS



The Rural Student:

The following is an excerpt from the, *Journal of Inquiry & Action in Education*, 4(3), 2012 - "Incorporating Rural and Farm Novels in the Secondary School Classroom: Where We Come From is Who We Are", written by Jesse Moon Longhurst of New Mexico State University.

Although it is most relevant to secondary education the MCA founding board finds this excerpt to be an interesting perspective on rural communities.

"Our education system seems to tacitly assume that all students are either urban or suburban and that "rural people lack literate skills and value literacy and education less than their urban and suburban counterparts do" (Donehower, 2007, p.38). Rural students are left with the impression that the real world happens elsewhere. They are encouraged to leave their homes in order to "make it" and those who stay struggle against a prevailing sense that they have somehow failed by staying close to home (Corbett, 2007; Howley, C.B., 2006; Howley, C.W., 2009). David Pichaske (1991) wrote that "there are, then, two great themes in rural writing: the theme of departure and the theme of return" (p.xxii) and those themes resonate with today's rural students just as they did with those of the first half of the twentieth century. It is, then, important to encourage the inclusion of specifically rural stories in secondary school classrooms. In part, I hope to reassure rural students that the "real world" is rural as well and that "real authors" come from even the most out-of-the-way places. I certainly do not believe, however, that these rural stories are only beneficial for rural students. Urban and suburban students also need to see rural places reflected in their schooling (Ayalon, 2003). We have a shared rural heritage in the United States and failing to tell the stories of rural places to all students further marginalizes rural people and contributes to an essentialized and romanticized vision of rural life. Garret Keizer, in his memoir of teaching in a rural Vermont community, wrote, "Despite some fond illusions about 'life on the land,' despite the bucolic settings of our soft-drink commercials, the American mainstream is pitifully ignorant of and indifferent to its rural population" (1988, p.5). Just as we now know of the importance of including the stories of many cultures and traditions in our Language Arts classrooms, we must make the same case for our country's rural stories as well."

The founding board of MCA feels strongly in the importance of maintaining rural communities. If rural schools, such as Mays, can be maintained and restructured then there is hope for the revitalization of the whole community. If students are taught to appreciate and give back to their communities then they are more likely to stay or return after furthering their education. If the MCA founding board is successful in its quest to reopen Mays Elementary as a charter school, then Rush County is one step closer to achieving its goal of economic stability and growth.

The founding board of MCA feels confident that they will be able to use the school's location to their advantage in re-opening it as a charter. Located in a central area, they plan to draw their student population from Jackson, Posey, Ripley, Union, and Washington townships in Rush County. Additionally, students will be recruited from Dudley, Franklin, Spiceland, and Henry Townships in Henry County. There has been an outpouring of support since the closing was announced on March 10th, thus solidifying the board's confidence in realizing their first year's enrollment.

Team Capacity:**Organizing Board:**

Nansi Custer	Organizational and leadership skills, community organizer, disaster training, health and safety, public speaking, passionate advocate
Deanna Disney	Communication skills, technology skills, leadership capacity
Greg Jarman	Broadband networking experience, business/entrepreneurial skills, finance, organizational capacity, visionary
Shannon Dawson	Communication, community connections, board service, business professionalism, foundation support, newcast and broadcast experience, press relations, advertising
Fred Smith, Jr.	School administrative experience, leadership skills, curriculum knowledge, assessment, human resource experience
David Doyle	Arts, art education, musical performance professional, post-secondary instruction
Carissa Williams	Accounting, taxes, financial oversight

Additional Support:

MCA has also chosen to partner with a unique educational service provider, Indiana Charters LLC, to provide back office and support services as well as operational knowledge, experience, and expertise. The Indiana Charters team will provide extensive services and support through the first years of operation. These services transition gradually through a teaching and mentoring phase preparing the MCA staff to operate independently after the third year of operation.

1. Mission and Vision

The Founding Board of MCA feels strongly that their school's Mission and Vision reflect Indiana Code-Title 20, Article 24 – Charter Schools IC 20-24-2-1 Purposes of charter schools.

Mission:

The MCA Charter School will instill in its students the passion and curiosity necessary for lifelong learning. Students at Mays will develop the ability to think critically, communicate effectively and excel academically. Through an integrated, place-based curriculum, utilizing integrated, academic and social curriculum, and immersion in the world around them, the students will become stewards of their environment and help make their community a better place.

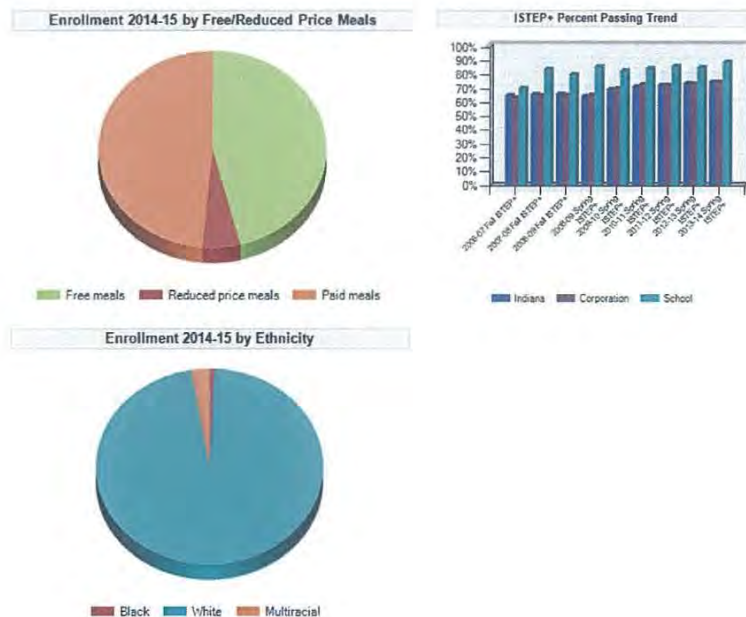
Vision:

The MCA will develop a high quality placed-based rural school that may be replicated in other communities. It is our vision to affect permanent organizations of rural people to participate in state and local policy development to ensure effective rural education.

2. Educational Need and Anticipated Student Population.

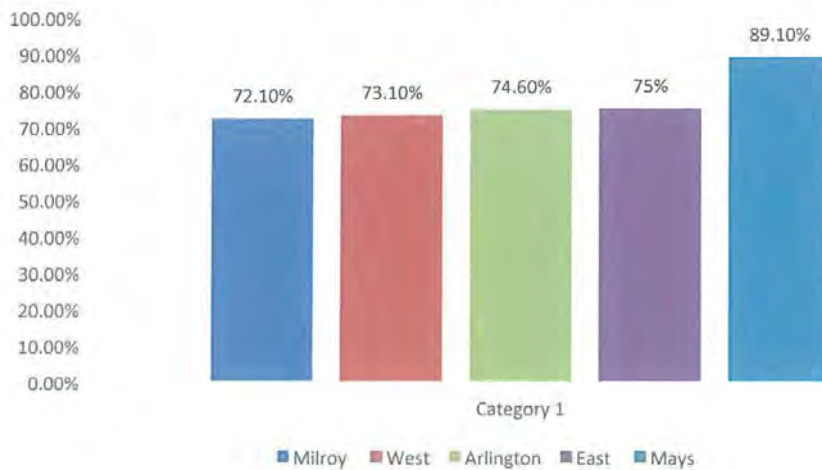
Anticipated School Population:

Given the current demographic data the organizing board does not feel that the student profile of Mays Elementary School will change considerably after it becomes a charter school. As one can see from the charts below the school academic outcomes are positive. Mays Elementary has consistently trended upward in the percent of students passing ISTEP+ in spite of a 51.3% free and reduced lunch rate. They have achieved an "A" rating under IDOE's A – F Accountability system for the last three years. It is the desire of the community to preserve and enrich the quality rural education already offered at Mays Elementary School.



The other four elementary schools in Rushville are Arlington, Milroy, Rushville East and Rushville West. All have similar demographics compared to Mays. Mays has consistently out ranked these schools in the total number of students passing both ELA's and mathematics on the ISTEP+ test. Please refer to the chart below:

Rush County School Comparison

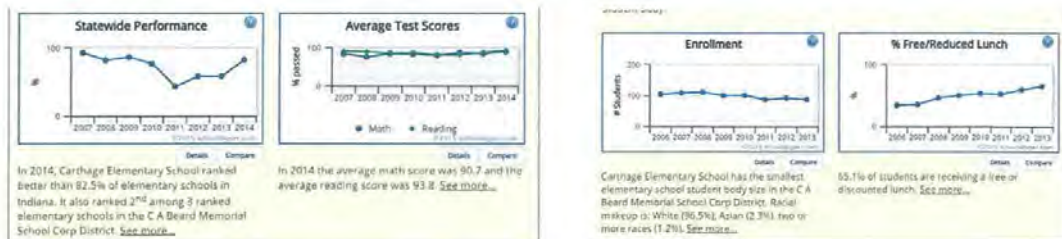


Given these results and the fact they have a new educational choice, many families from the city of Rushville have expressed interest in enrolling their children at MCA.

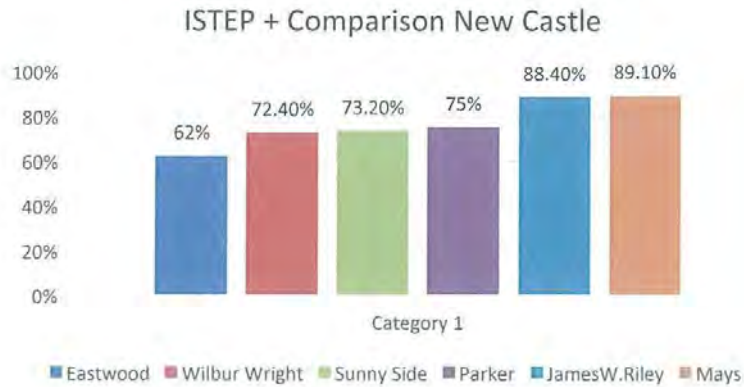
Another viable option to increase enrollment is from a neighboring school in Knightstown. In 2014 the Charles A. Beard School Corporation Board voted to close Carthage Elementary located outside the city limits in the incorporated town of Carthage. As one can see from the charts below, all data trended in a positive trajectory for the school. It ranked on top of the other schools in the Charles A. Beard Corporation for statewide performance. They scored a 90.7 percent in mathematics and 93.8 percent in language arts. They achieved these rankings with a free and reduced rate of 65.1%

The founding board of MCA has been contacted by many parents who are dissatisfied with their children being displaced to the more crowded schools in the city of Knightstown. To date MCA stands to gain upwards of thirty students displaced from Carthage Elementary.

This part of the state is devoid of charter school options. The MCA team has been educating the community through public meetings and social media regarding the first real "choice" for the education of their children. As a better understanding of school choice emerges, more and more parents are seeking information and knowledge. This is an exciting and new movement in southeast Indiana.



Mays Elementary, located in Center Township, borders Henry County. The closest large city to Mays is New Castle, IN. The schools in New Castle have similar demographics compared to Mays. Please see the chart below comparing the New Castle Schools to Mays Elementary.

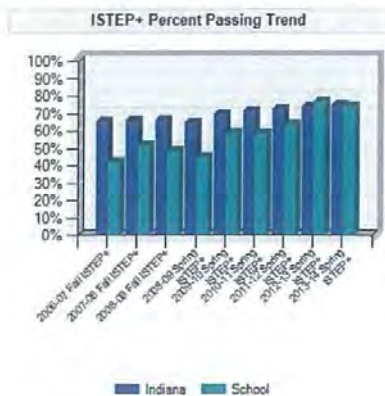


Given these results and the fact they have a choice, many families from the city of New Castle, have expressed interest in enrolling their children in MCA.

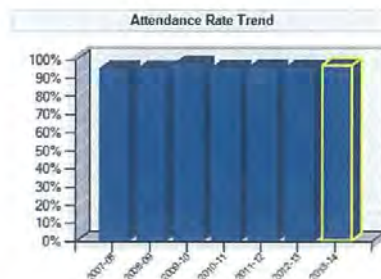
Rural Charter Schools in Indiana:

Ball State University currently authorizes Rural Community Academy in Graysville, IN and Rock Creek Academy in Sellersburg, IN. Both schools have similar demographics compared to Mays and both schools have had positive academic outcomes.

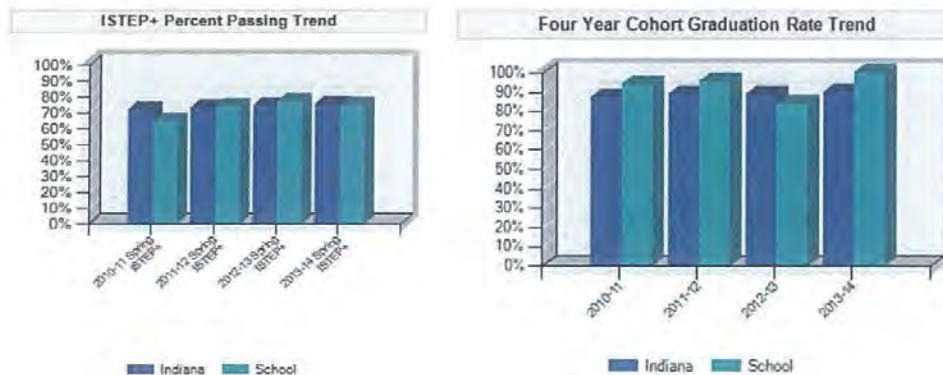
Rural Community Academy:



B Rated School



Rock Creek Community Academy



A Rated School

Challenges:

The primary non-educational challenge is the aggressive timeline for opening MCA. Given the inconvenient timing of the closure announcement, the board has accelerated actions to acquire the building, prepare the educational program, and begin operations. The community has rallied to meet this challenge.

The board has realized that we need to begin start-up procedures immediately – even prior to obtaining a charter contract. This community knows the momentum needs to carry forward to a 2015-2016 opening. Families are ready for this transition to take place without displacing students who currently attend Mays, and they're excited about building the high-quality, place-based education model in our community.

Our Educational Service Provider has joined our efforts to reduce the learning curve, and provide significant assistance to meet this goal. To date, not hesitating a single day for fear of not being authorized, we have surpassed many potential hurdles. Indiana charters has prepared

MCA has successfully worked with legislators to amend SB 315 to clarify building acquisition when ownership reverts to a township, as is the case with MCA. MCA has been successful in building a community dialogue where even the traditional public school board has expressed support for our efforts. In fact, we believe this to be one of the strongest fully supported community efforts to integrate traditional public schools with public charter schools in a rural community setting.

Another non-academic challenge that MCA will anticipate is transportation. MCA has explored several options:

- A) MCA will contact the School Board of Rush Community School Corporation for assistance, as bus routes will run by the school on a regular basis. The corporation currently provides transportation for the private schools in the area. MCA will explore recent legislative changes that allow charter schools and school corporations to contract for services.

- B) With the assistance from our ESP, MCA will seek transportation services from a provider that participates in all state and federal school bus safety regulations.

3 Education Plan/School Design.

"One result of [formal education] is that students graduate without learning how to think in whole systems, how to find connections, how to ask big questions, and how to separate the trivial from the important. Now more than ever, however, we need people who think broadly and who understand systems, connections, patterns and root causes." - David Orr



MCA will utilize place-based education as its primary educational methodology. By definition place-based education immerses students in local heritage, culture, ecology, landscapes, opportunities, and experiences as a foundation for the study of language arts, mathematics, social studies, science, and other subjects. Place-based education encourages teachers and students to use the schoolyard, community, public lands, and other special places as resources, turning communities into classrooms. Project-focused and inherently tailored by local people to local realities, place-

based education is equally relevant in small towns and big cities, equally elective for kindergarteners and high school students. A place-based approach to learning is the perfect inclusion model. Curriculum is naturally differentiated to meet the needs of all students. Students of all abilities experience tremendous success. The rural landscape and rich heritage of Rush county will provide many unique learning experiences for the students at MCA.

Place-based education fosters students' connection to place and creates vibrant partnerships between schools and communities. It boosts student achievement and improves environmental, social, and economic vitality. In short, place-based education helps students learn to take care of the world by understanding where they live and taking action in their own backyards and communities.

MCA will give students the opportunity to:

- Develop deep understanding of content and skills through interdisciplinary studies;
- Acquire higher-level problem solving skills through real-world problem solving;
- Explore and understand the world around them through hands-on and minds-on experiences;
- Discover the complex interactions among natural and social systems;
- Build the teamwork skills needed to succeed in adulthood;
- Capitalize on diverse learning styles using individualized approaches to learning; and
- Learn to live in harmony with the world around them.

Technology:

Technology will be integrated across the curriculum. Students in kindergarten through sixth grade will use technology as part of their learning experience. Students of varying skill levels and learning differences will enjoy a multitude of learning through technology. Some of the programs that MCA will implement are:

K-2

- Math Blaster (Knowledge Adventure)

- Print Shop (Mattel Interactive)
- Read, Write & Type (Talking Fingers)
- Reader Rabbit (Mattel Interactive)
- Reading Blaster (Knowledge Adventure)
- Stickybear Early Learning (Optimum Resource, Inc.)
- WiggleWorks (Scholastic)

WEB SITES K-2

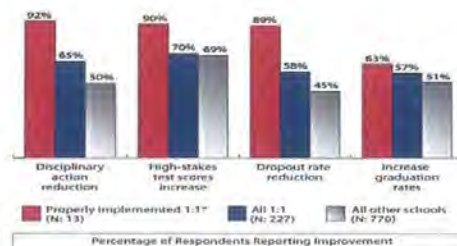
- Education World
- Global Schoolhouse
- Intercultural E-Mail Classroom Connections
- Scholastic.com
- SchoolWorld

May's Community Academy, although a small rural school, will use state of the art technology to bring placed-based education from the outside in. Students, beginning in third grade, will be issued a Chromebook to help facilitate learning. Providing each student with a digital device will enable teachers and students to incorporate rich, interactive material into their everyday learning. MCA students will carry their Chromebooks with them on field experiences and back and forth from home to school daily (just like you would a textbook or assignment book). Student will use their Chromebooks to:

- Check calendar for assignments and field experiences
- Write emails with Gmail Offline to their teacher or other assigned individuals
- Create and edit documents with Google Drive – Writing assignment and research projects can be e-mail directly to the teacher.
- Listen to music (you can store music on Chromebook's internal hard drive). Students will download music for the purpose of fine arts
- Take notes with Google Keep
- Save webpages for offline reading – download at school and study at home
- Create electronic portfolios that will follow them from grade to grade.

Research regarding digital learning (blended learning):

One nationally representative research project, Project RED, found that when school properly implement an initiative that provides every student with a computer, disciplinary action goes down, high-stakes test scores go up, fewer students drop out and more students graduate. The results are illustrated in the chart below.



Project RED concluded, "In general, respondents say that schools with a 1:1 student-computer ratio outperform non-1:1 schools on both academics and financial benefits."

Note: For a Google Acer 720 Chromebook with touch screen, quick processor, and all day battery life is \$280 making it affordable. MCA plan to use part of the planning grant money to purchase technology.

At MCA, our children will be assessed using formative and summative assessments, a variety of alternative assessments, as well as the required assessments, such as ISTEP+, IREAD-3, NCSC, and NWEA. Both formative and summative assessments are imbedded in Place-based education, Every Day Math, and Readers and Writers Workshop. Assessments are explained in detail in the curriculum section of this document.

Non-negotiable Issues

- The school is committed to the development of the whole child – academic, social, and emotional.
- The arts will be fully integrated into all academic subjects. Movement is a part of every main lesson.
- Education for Sustainability is taught at every grade in a developmentally appropriate manner and is integrated into every school day.
- Our garden will be fully functional and will help provide food for the students, staff and community.
- Place-based curriculum will facilitate sustainability in regard to the student's desire for life-long learning.

MCA will stand strong on its principles. MCA will build partnerships with the community. As reflected in the vision statement kindergarten through sixth grade students, teachers, their families, and community partners will commit to shared learning to improve the quality of life for all—economically, socially, environmentally—now and for future generations. Students will work in collaboration with city officials, non-profits, and higher educational institutions to make the connection between human and environmental health and wellbeing. The students will engage in service-learning projects that develop their skills as active citizens affecting change beyond their school walls.

As outlined in the demographic and student target section of this document, Mays Elementary School has maintained the highest academic outcomes, in regard to ISTEP+, of the five Rushville elementary schools. They have also out-performed the students in the neighboring city of New Castle. With the demographics steady, and with the place-based concept in effect, the founding board of MCA expects the academic performance of students attending MCA to grow even higher.

The small rural school concept, and place-based initiative are unique to the area. The following concepts are pieces to academic success that will be exclusive to MCA. MCA feels strongly that if the program is properly implemented the school will be more effective than its' counterparts in the area.

- Place-based education
- Chromebooks for all student 3-6
- Parent collaborations – required 20 volunteer hours
- Community collaboration – facilitated through place-based
- Small school education – maximum population 180
- Small class size education

- Hands on approach – place-based and Everyday Mathematics
- Project based approach to graduating to the next level of education
- Teacher autonomy with appropriate accountability
- Student selected projects / assessments
- Authentic assessment
- Field experiences
- Mentors (See expanded explanation under supplemental programing)
- Internships (See expanded explanation under supplemental programing)

4. Community Engagement.

Business	Location	Established Support/Partnership
Raleigh Fire Department	8952 West Henry Street, Mays	Affirmative
Custer Electric Sports Lighting	1744 East 800 North, Rushville	Affirmative
POC Industries	8499 North Crossway, Mays	Affirmative
Schwering Trucking LLC	498 East 900 North, Rushville	Affirmative
Buck Creek Veterinarian	10972 East State Rd. 3, Knightstown	Affirmative
Unlimited Electric	6450 North Rushville Rd., Carthage	Affirmative
Center Christian Church	9112 North 50, Mays	Affirmative
Rush County 4-H	Rushville, IN	Establishing
Boy and Girl Scouts	Rushville, IN	Establishing
Boys and Girls Club	1590 North Sexton St., Rushville	Establishing

Public meetings are being held twice weekly. Though we can't call it registration because the school has not yet been authorized, we've asked parents to complete a preliminary enrollment form. In just three weeks, MCA has received 104 of these forms – nearly 70% enrolled.

5. Leadership and Governance.

Full Name	Current Job Title and Employer	Position with Proposed School
Nansi Custer	Electrical contactor-Custer Electric. Data and Communications Specialist - U.S. Dept of Homeland Security	President of Founding Board, President of Operational Board
Deanna Disney	Senior Sales Representative – Broadband Networks Wireless Internet Watch Communications	Vice President of Founding Board, Vice President of Operational Board
Greg Jarman	Owner / CEO of Broadband Networks Wireless Internet Watch Communications	Founding Board / Organizational Board
Shannon Dawson	Television produce/writer for WFYI	Founding Board / Operational Board
Fred Smith, Jr	School Administrator, retired, Rushville Community Schools	Founding Board / Operational Board
David Doyle	Artist Director, Rush County Chorale	Founding Board / Operational Board
Carissa William	Senior Tax Accountant, Jane Smiley CPA, IN	Founding Board / Organizational Board

Age and Grade Range of Students to be Enrolled.

Currently pre-registered students are included in red.

Grade Level	Number of Students					
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20	At Capacity 2018-2019
K	18 / 3	18	20	20	20	20
1	22 / 19	22	22	24	24	24
2	22 / 17	24	25	27	27	27
3	22 / 20	24	26	27	27	27
4	22 / 10	24	26	27	27	27
5	22 / 15	24	26	27	27	27
6	22 / 20	24	26	28	28	28

MCA will maintain a small school enrollment. The maximum capacity will be reached in year four with no more than 180 students. The founding board feels that this is a realistic and attainable number given the geographic area of Rush County. More importantly the small hometown environment is more conducive to achieving a warm nurturing school climate and culture. Additionally, controlled growth will help the teachers concentrate on curriculum and instruction rather than acclimating and acculturating many new students per year.

MCA understands the importance of keeping the teacher student ratio at a level conducive to continued positive outcomes. It is most important in the lower grades as children are developing essential academic and social skills to ready them for the rigors of upper levels. MCA will have one class per grade level. As the number of students increase in year two, an additional classroom assistant and community volunteers will support the class loads.

Section 1. Curriculum and Instructional Methods

Curriculum and Instructional Design

1. Describe the basic learning environment (*e.g.*, classroom-based, independent study), including class size and structure.

The learning environment at MCA will resemble a traditional classroom in some ways, but be quite unique in other ways. Classrooms for primary grades will have a minimum of 750 square feet for 20-25. Early childhood classrooms (K, 1, and 2) will have one full-time teacher and one fulltime aide while students in grades 3-6 will have a full-time teacher and a half-time aide. Students are grouped according to grade level.

The physical classrooms will be warm and inviting. The classrooms will be learner friendly but uncluttered. Teachers will design their rooms in a manner that is conducive to learning. Plants, learning centers, aquariums, terrariums, and natural lighting will be encouraged. Anything that brings learning alive is considered important.

Finally, our outdoor spaces will be a major part of the children's learning environment. The gardens, meadows, woodland, towns, and city areas will serve as classrooms for our children. Using the place-based education model, our students will learn about the environment where they live. Wendell Berry believes that "we are involved in a profound failure of imagination... Most people cannot imagine the forest and the forest economy that produced their house, their furniture, and their paper..." (Berry in Sobel, 2004, p. i). According to Bair (2003), our children need to create their own relationship with the environment and see the connection between themselves and the earth so they can learn to hold reverence for all things from the natural world. If this relationship is developed early, our children are more likely to become advocates for the environment and stewards of their community.

2. Provide an overview of the planned curriculum, including, as **Attachment 2**, a sample course scope and sequence for one subject for each division (elementary, middle, high school) the school would serve. In addition, identify course outcomes and demonstrate alignment with the Indiana Academic Standards.

See attachment (2) Grade Three Indiana Standards for Mathematics and Pacing Guide

Kindergarten	First	Second	Third
Language Arts Oral Storytelling (fairy tales); Retelling stories; Introduction to letters; Phonics; Reading on or above grade level; Writing words and sentences Local literature Mathematics Quality of Numbers; Basic Facts up to 10;	Language Arts Oral Storytelling (fairy tales); Retelling/Sequencing stories; Phonics and phonemic awareness - letter blends; Reading at or above grade level; Poetry; Spelling; Writing sentences and paragraphs Local literature Mathematics The 4	Language Arts Storytelling (fables and legends); Retelling/Sequencing stories; Comprehension; Reading at or above grade level; Phonics and Phonemic awareness; Writing – opinion, informational, and narrative pieces; Spelling; Grammar; Poetry; Drama Local literature Mathematics The 4 Processes; Basic Facts to 144; Place Value;	Language Arts Storytelling (Creation Stories from around the world); Reading at or above grade level; Decoding words with prefix and suffix knowledge; Spelling; Grammar; Poetry; Drama; Writing – opinion, informational, and narrative pieces; Spelling; Grammar

<p>Number Sense</p> <p>Science They study the physical properties of objects, observe the patterns present in night and day and the seasons and examine characteristics of plants and animals</p> <p>Social Studies Students examine the connections of their own environment with the past, begin to distinguish between events and people of the past and the present, and use a sense of time in classroom planning and participation.</p> <p>Place Based Through all Disciplines</p> <p>Fine Arts Singing; Painting; Drawing;</p> <p>Physical Education</p> <p>Technology</p>	<p>Processes; Basic Facts up to 100; Beginning Place Value; Geometric Drawing through Form Drawing and Measurement through practical activities</p> <p>Science study the composition of objects, the nature of solids and liquids, the properties of soil, and the relationship of living things to one another and to their environment</p> <p>Social Studies Students identify continuity and change in the different environments around them, including school and neighborhood communities, and identify individuals, events and symbols that are important to our country.</p> <p>Place Based Gardening; Service work - connections in all disciplines</p> <p>Fine Arts Singing; Painting; Drawing; Form Drawing;</p> <p>Technology</p> <p>Physical Education</p>	<p>Higher Level Algorithms; Geometry through Form Drawing</p> <p>Place Based Measurement through practical activities</p> <p>Science They study changes in physical properties of materials and the affect of force on the motion of an object. They investigate patterns in the weather, in the position of the sun and the moon in the sky during the day and in the shape of the moon over the course of about a month. Students study the life cycles of plants and animals and compare the different body plans. Students investigate simple tools and how they can be used to meet human needs. Within this study students employ the key principles of the nature of science and the design process.</p> <p>Social Studies Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.</p> <p>Place Based Gardening; Service Work – connections in all disciplines</p> <p>Fine Arts Singing; Painting; Drawing; Form Drawing; Beeswax Modeling;</p> <p>Technology</p> <p>Physical Education Local Folk Dancing (PB)</p>	<p>Local literature</p> <p>Mathematics Basic Facts to 144; Place Value; Higher Level Algorithms; Measurement; Time; Money; Geometry through Form Drawing, practical work (i.e. Gardening)</p> <p>Science: Students in third grade study sound and light and recognize them as forms of energy. They investigate rocks and minerals and develop an understanding of how natural materials can meet the needs of plants and animals. Students study plant growth and development. Students investigate the uses and types of simple machines and study ways to solve real world problems.</p> <p>Social Studies Students describe how significant people, events and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.</p> <p>Place Based Building Projects - connections in all disciplines</p> <p>Fine Arts Singing; Instrument; Painting; Form Drawing; Beeswax Modeling; String Instrument</p> <p>Technology - Chromebooks</p> <p>Physical Education</p>
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Fourth	Fifth	Sixth
Language Arts Storytelling (Norse Mythology); Biographies; Reading at or above grade level; Writing - opinion, informational, and narrative pieces; Drama; Poetry Local Literature	Language Arts Reading at or above grade level; Writing - opinion, informational, and narrative pieces; Drama; Poetry; Grammar; Spelling Local Literature	Language Arts Biographies; Extended skills in Grammar; Spelling; Writing - opinion, informational, and narrative pieces; Drama; Poetry Local literature
Mathematics Basic Facts to 144; Fractions (with all 4 operations); Decimal Fractions; Higher Level Algorithms; Place Value to 100,000; Geometry (area, perimeter)	Mathematics Advanced skills (higher level algorithms); Decimals; Fractions; Metric System; Geometry through free-hand geometric drawing Formulas	Math Pre-Algebra; Percentage; Interest; Profit/Loss; Geometric drawing; Geometric Formulas
Science Students in fourth grade study heat and electricity as forms of energy and they construct simple electric circuits. They study how the shape of the land changes over time and how natural resources are in limited supply. Students study how the physical characteristics of organisms affect survival and reproduction. Students investigate transportation systems, design a moving system and measure its motion	Science Students in fifth grade study the relationship between weight and volume and the differences between weight and mass. They study the solar system and patterns in the sun-moon-earth system. Students study the roles and relationships of producers and consumers in an ecosystem. They investigate the human musculoskeletal system and how to design and build prototypes	Science Social Studies World History Local History
Social Studies Indiana History;	Social Studies US Geography; US History and Government Local History	Geography ; Crusades; Medieval Life Place Based: Gardening - Connections in all Disciplines Fine Arts Recorder; Orchestra; Choir; Painting; Drawing (black and white drawing, shadows); Clay Modeling Technology-Chromebooks Physical Education

Local and State Geography (PB) Place Based: Gardening; Service Work – Connections in all Disciplines Fine Arts – Singing; Recorder; Painting; Drawing; Clay Technology - Chromebooks Physical Education	Place Based Gardening; Nature – Connections in all disciplines Studies (Earth Science) Fine Arts Recorder; Orchestra Music; Singing (choir); Painting; Drawing; Clay Modeling Technology – Chromebooks Physical Education	
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3. If the curriculum is fully developed, summarize curricular choices such as text book selection, by subject, and the rationale for each. Describe the evidence that these curricula will be appropriate and effective for the targeted students.

Language Arts Curriculum:

The curriculum is not fully developed in regard to the literature/ place-based aspect, but will be before school begins in August. MCA would like their new school leader and staff to fully develop this during the month of July as articulated in the "Start Up Plan" attachment 22.

MCA believes learning to read well is the cornerstone of creating equitable outcomes for the students. While listening, reading, and writing are integrated into every aspect of the curriculum, they are highlighted in this document to show how MCA will develop students' literacy skills through an integration of Readers and Writers Workshop and other best practice approaches. Teachers also draw upon the well-researched methods of teaching language arts, including the Whole Language method and the Five Block method.

MCA will utilize a literature-based approach to teaching language arts. Using genres as a springboard, teachers will incorporate age appropriate reading materials to facilitate reading. Reading materials will include, fictional and nonfictional text with a variety of applications from entertainment to technical. Reading assessments will take place across the curriculum. MCA feels that in order to instill a lifelong love of reading one must acquire that love at a young age.

Literature based education will compliment place-based teaching. At MCA we will utilize literature (reading, writing, spelling, language) in the following place-based manner:

- Learn about local history and lore
- Read maps, ledgers, courthouse data and statistics
- Research factual information about people, places, and things

- Read fictional literature that may apply to Indiana (Rushville area)
- Read the local newspaper
- Read flyers and promotional information from local business, and politicians

Definitions of literature-based instruction emphasize the use of high-quality literary works as the core instructional materials used to support literacy development ([Harris & Hodges, 1995](#); [Huck, 1977](#); [Scharer, 1992](#)). A guiding principle of the literature-based perspective is that literacy acquisition occurs in a book-rich context where there is an abundance of purposeful communication and meaning is socially constructed ([Cullinan, 1987](#)). Literary works in such contexts include a wide range of materials: picture books, big books, predictable books, folk tales, fables, myths, fantasy, science fiction, poetry, contemporary realistic fiction, historical fiction, nonfiction informational books, and biographies ([Lehman, Freeman, & Allen, 1994](#); [Routman, 1988](#)).

In a literature based classroom:

- Literature is used as an important vehicle for language arts instruction.
- The students with special needs are accommodated in an inclusive atmosphere.
- High-quality narrative and informational literature provides the basis for a consistent read-aloud program in which children are read to daily.
- Literature is the sole or primary basis for initial reading instruction, or it is a significant supplement to a basal program.
- Opportunities are provided for students to listen to and read books of their own choosing.
- Students are provided with sustained time for both independent and collaborative book sharing, reading, and writing activities.

Literature will be selected based on a wide array of genres and in relationship to all curricular areas.

4. If the curriculum is not already developed, provide, as **Attachment 3**, a plan for how the curriculum will be developed between approval of the application and the opening of the school, including who will be responsible and when key stages will be completed.
5. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

Readers and Writers Workshop: Students at MCA experience Readers and Writers Workshop during the 45minute skill classes in the afternoons. Workshops are highly structured, predictable, purposeful, and well planned. The Writers Workshop approach is the result of more than 30 years of work by the leaders of the Teachers College Reading and Writing Project and thousands of affiliated schools across the country. Kelley (2002) conducted a large-scale study that compared the writing process approach to the lecture, teacher-only approach. The study revealed that the quality of writing from students who participated in Writers Workshop was 22 times greater in a pretest/posttest assessment. Other studies have found the Readers Workshop approach to be similarly effective. Debbie Miller (2002) describes strategies that proficient readers use to make meaning out of a text and these strategies are ones taught during the Readers Workshop class time.

Experiential Learning (EL): Teachers at MCA will challenge and motivate students to learn by providing them with real life, place based problems to solve. Students will learn to better

communicate, collaborate, and think critically and creatively. EL is an inclusive approach to education, which involves a participatory community of learners in the process of solving academic and real world problems. It is based on a number of research-based assumptions:

- Human beings are driven to solve problems.
- We are challenged and motivated when confronted with problems that need solutions.
- The current generation of students is technologically sophisticated.
- The work world in which students will participate is increasingly characterized by critical thinking, analysis of evidence and data, and a team approach to getting work done.

Students are presented with a problem that they must research and attempt to solve. They work in groups or teams, with the teacher acting as a coach giving students guidance as to how to ultimately solve the problem. Students must do research, weigh evidence and think critically and analytically about the problems they are examining. This experiential approach to learning will take different forms (problem-based learning, project-based learning and design-based learning) as we differentiate instruction based upon the age and grade level of the students. The problems solved and the inquiry that the students will engage, will increase in complexity and be of a longer duration spanning numerous academic threads and multiple weeks. Generally, in the primary grades (K-2) students will use problem-based learning that starts with an ill-structured problem or case study for students to research. As students move towards the intermediate grades (3-6) they will use project-based learning where students create a project or presentation as a demonstration of their understanding of a problem. In the sixth grade the students participate in design-based learning where they create a working design of a solution to a complex problem. Students will participate in grade level and community presentations showing their learning as a culminating activity.

Differentiated Instruction: At MCA teachers will be taught to differentiate the curriculum for all learners. Differentiating for students is natural in teaching a placed based curriculum. Students are given choices and will gravitate to “how they learn”. Differentiation is a way of teaching; it’s not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with experiences and tasks that will improve learning. As Carol Ann Tomlinson has said, differentiation means giving students multiple options for taking in information (1999). Differentiating instruction means that you observe and understand the differences and similarities among students and use this information to plan instruction. Below is a list of some key principles, the teachers will use, to form the foundation of differentiating instruction in their classroom.

- **Ongoing, formative assessment:** Teachers continually assess to identify students’ strengths and areas of need so they can meet students where they are and help them move forward.
- **Recognition of diverse learners:** The students we teach have diverse levels of expertise and experience with reading, writing, thinking, problem solving, and speaking. Ongoing assessments enable teachers to develop differentiated lessons that meet every student’s needs.
- **Group Work:** Students collaborate in pairs and small groups whose membership changes as needed. Learning in groups enables students to engage in meaningful discussions and to observe and learn from one another.
- **Problem Solving:** The focus in classrooms that differentiate instruction is on issues and concepts rather than “the book” or the chapter. This encourages all students to explore big ideas and expand their understanding of key concepts.
- **Choice:** Teachers offer students choice in their reading and writing experiences and in the tasks and projects they complete. By negotiating with students, teachers can create motivating

assignments that meet students' diverse needs and varied interests. From this list you can see that differentiating instruction asks teachers to continually strive to know and to respond to each students' needs to maximize learning.

Multidisciplinary Approach to Learning:

Service Learning. Service learning that involves community projects will be an integral part of MCA. Service Learning uses many or all disciplines in completing a project. Students at all grade levels will be involved in giving back to the community.

Proven Study of Success in Service Learning Initiatives:

At Spring Valley School in Columbia, South Carolina, more than 1,200 Spanish-language students engaged in service learning projects. In one project, they distributed 20 tons of food, clothing, medicine, and household products to needy new arrivals in the area with the fastest-growing Hispanic population (Glenn, 2001). At Topa Topa Elementary School at Ojai, California, 5th and 6th grade students created pamphlets on the pros and cons of pesticides to explain how crop pickers can protect themselves against the substances. Students passed out the brochure, written in Spanish and English, to workers and consumers throughout the Ojai Valley. Through the project, students fulfilled state-required standards for language arts, science, and social studies (Ragland, 2002).

Glenn (2001) found that more than 80 percent of the schools that integrate service learning into the classroom report an improvement in grade point averages of participating students. For example, when teachers integrated service learning into the curriculum in a Springfield, Massachusetts, high school, the dropout rate dropped from 12 percent to 1 percent, the number of students going to college increased by 22 percent, and those achieving a grade point average of 3.0 or higher increased from 12 percent to 40 percent. According to Glenn, such programs foster a lifelong commitment to civic participation, sharpen "people skills," and prepare students for the work force.

Service learning is essentially on-the-job training for employment in a trade and more importantly training in giving back to the community. These are two important goals as articulated in the MCA's mission and vision.

Pupil Performance Standards

Responses to the following items regarding the proposed school's pupil performance standards must be consistent with the Indiana Academic Standards and Common Core State Standards.

1. Describe the pupil performance standards for the school as a whole.

MCA educational program will integrate creative teaching methodologies consistent with the Indiana Academic Standards to provide a learning environment that assures each student meets or exceeds State standards for achievement. One of the primary goals of MCA is that all of its students score in the proficient or superior ranges on state exams. MCA educational approach will provide students with the necessary skills and tools to achieve high performance levels, and will promote cooperation and

community based learning, inspire and provide the tools for complex thinking and problem solving, enhance effective communication, and, perhaps most importantly, instill a lifelong love of learning and a sense of personal and community responsibility.

2. If you plan to adopt or develop additional academic standards beyond the Indiana Academic Standards, explain the types of standards (content areas, grade levels). Describe the adoption or development process that has taken place or will take place. Select one grade level and subject area as an example, and explain how these additional standards exceed the Indiana Academic Standards.

Place-based activities will be tied to Indiana Academic Standards. Should the school, through its training with place-based activities, develop additional standards, these standards will be presented to the board for adoption prior to implementation.

Exit Standards Promotion - General

A student will be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the grade level, the recommendation of the student's teacher, the score received on any criterion-referenced or state-mandated assessment, and any other necessary academic information as determined by the school principal.

Mastery shall be determined as follows:

- Unit evaluation shall be given to determine student grades in a subject. An average of 70 or higher shall be considered a passing grade.
- Mastery of the skills necessary for success at the next level shall be validated by assessments that may either be incorporated into unit, nine-week, and final exams, or may be administered separately. Mastery of at least 70 percent of the objectives shall be required.

Grades K – 2.

In grades K-2, promotion to the next grade level shall be based on successful performance as documented on the report cards, meeting the Indiana Standards for Language Arts and Mathematics, and meeting the state minimum attendance requirements.

Grades 3 – 4.

In grades 3-4, promotion to the next grade level shall be based on an overall average of 70 on a scale of 100 based on the Indiana Standards for all applicable subject areas. In addition to an overall grade of 70 or above, a student shall have a minimum grade of 70 in each of the following areas: English Language Arts, Mathematics, Science, and History. Promotion to the next grade level shall also require meeting the state minimum attendance requirements.

Grades 5 - 6 .

To be promoted from grade 5 to grade 6, from grade 6 to grade 7, students must meet all of the following criteria:

- Earn a yearly average of 70 or above in each of the subjects of English Language Arts, Mathematics, Science and History.
- Earn an overall average of 70 when all subjects (core and electives) taken are averaged together.

- Meet the 90 percent state-mandated requirement for attendance.

Final decisions on promotion will be made by the school principal.

3. Provide, in **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

High School Graduation Requirements (*High Schools Only*) NA

School Calendar and Schedule – See attachment 5

1. The board of MCA has decided to follow the basic calendar adopted by Rush County Community Schools. We chose this calendar as many of our elementary students have older siblings attending the Rush County Middle and High Schools.

We plan to begin school at 8:30am and dismiss at 3:45pm.

8:30 – 10:30 Main Lesson
 10:30 – 11:00 Reflection on Place Based Activity
 11:00 – 11:45 Class
 11:45 – 12:30 K-3 Grades Lunch / Class for 4-6
 12:30 – 1:15 4-6 Grades Lunch / Class for K-3
 1:15 – 2:00 Class
 2:00 – 2:45 Class
 3:00 – 3:30 Class
 3:45 – Wrap Up

2. Meeting Instructional Time:

Requirements for the State of Indiana Minimum required time for elementary students is 5 hours/day or 25 hours/week. MCA exceeds the minimum instructional time for the state of Indiana. Students receive instructional time 29.25 hours per week.

State Minimum

5 hours per day x 180 days = 900 hours per year minimum
 1 week = 25 hours
 36 weeks = 900 hours

MCA Total Instructional Time

4 days @ 6.25 hours = 25
 1 day @ 4.25 hours
 1 week = 29.25 hours
 36 weeks = 1033 hours

Structure of the School Day / Week

Class Name	Number of Minutes Per Week
Main Lesson (Math, LA, Science, Social Studies)	645
Skills Class - Math	225
Skills Class – Language Arts	225

Fine Arts	135
Place Based Activity	135
Physical Education	90

Kindergarten, First, and Second Grade

Students are taught 9 blocks throughout the school year, each lasting 4 weeks. The breakdown of the blocks is as follows:

- 4 math blocks @ 4 weeks per block, 600 minutes per week = 9,600 minutes per year
- 4 language arts blocks @ 4 weeks per block, 600 minutes per week = 9,600 minutes per year
- 1 (Science/Social Studies) block @ 4 weeks per block, 600 minutes per week = 2,400 minutes per year

Third, fourth, and fifth Grade

Students are taught 10 blocks throughout the school year, each block lasting 3-4 weeks

The breakdown of the blocks is as follows:

Third Grade:

- 4 math blocks @ 3.6 weeks per block, 600 minutes per week = 8,640 minutes per year
- 4 language arts blocks @ 3.6 weeks per block, 600 minutes per week = 8,640 minutes per year
- 2 EFS block @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year

Fourth Grade:

- 3 math blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 3 language arts blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 2 science blocks @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year
- 2 social studies blocks @ 4 weeks per block, 600 minutes per week = 4,320 minutes per year

Fifth Grade:

- 3 science blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 3 language arts blocks @ 3.6 weeks per block, 600 minutes per week = 6,480 minutes per year
- 2 social studies blocks @ 3.6 weeks per block, 600 minutes per week = 4,320 minutes per year

Sixth grade

Students are taught 11 blocks per year, each block lasting 3-4 weeks. The breakdown of the blocks is as follows:

Sixth Grade:

- 3 science blocks @ 3.25 weeks per block, 600 minutes per week = 5,850 minutes per year
- 3 math blocks @ 3.25 weeks per block, 600 minutes per week = 5,850 minutes per year
- 3 social studies blocks @ 3.25 weeks per block, 600 minutes per week = 5,850 minutes per year
- 2 language arts blocks @ 3.25 weeks per block, 600 minutes per week = 3,900 minutes per year

School Culture

1. MCA Ethos:

At MCA, our primary mission is to educate the whole child – mind, body, and spirit. This principle is reflected in all aspects of our curriculum and culture. Our commitment to educate the whole child espouses active learning; emphasizes personal, social, and ecological responsibility; honors reflection as a crucial component of knowledge acquisition; and views balanced human development on an equal plane with academic learning. The school's culture of inclusion, joy, reverence, and creativity helps

students discover their gifts, identify their passions and dreams and find their place in their ever-changing community and world.

2. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.

Our core philosophy, mission and vision will begin the moment the school day commences. Every morning, before lessons begin, students hear morning announcements. A part of these announcements will be a “thought for the day”. Student Council will gather thoughts from students as the year proceeds. With these words, students are reminded of their ability to shape their own lives, and impact the lives of others by being receptive to the world around them. They are called to remember that they are a unique part of the greater whole, and that their contributions matter. The fundamental message will be carried into the learning experience of the main lesson block, as children engage in their own learning through active listening, creative expression, physical movement, and group collaboration. A spirit of curiosity and exploration permeates every classroom, as a dedicated teacher presents the course material and encourages students to identify how it excites them – moving the learning experience through the senses to touch both the mind and the heart.

At lunch, children learn by imitating the healthy, sustainable practices modeled at the school. Students eat a healthy lunch and compost the waste for use in the school garden. Whenever possible, bottles and containers are recycled, utensils washed and reused. Afternoon lessons again reinforce our school’s philosophy of social, ecological, and personal responsibility. Examples include children planting, cultivating, and harvesting food in the school garden; spinning yarn from sheep’s wool to knit a scarf in handwork class; and carving a spoon from a block of wood in woodworking class. Learning the practical arts by drawing connections to the natural world strengthens a child’s self-esteem and highlights the importance of caring for our planet. The intellectual concepts driving these ideas are not presented directly to the students but are instead naturally germinated in the children through the example of the school’s curriculum and core values. Our school’s culture reaches beyond the schoolyard to impact a student’s family life. Building a resilient, and vital community of families is essential to the success of the school. MCA seeks to maintain a vibrant community of families and encourages parental involvement by inviting them to seasonal festivals, performances, displays of student work, evening workshops, and to present whenever possible. Many of these opportunities will also be offered to the community, as they will be an integral part of student learning. At MCA, effective and healthy communication is our best tool for fostering a vital school culture. Clear guidelines for sound and compassionate communication are established and made available to everyone involved in the life of the school. These guidelines serve as a shared template, not only in handling daily school matters with students, but also in handling matters among teachers, administrators, staff, and parents. We solicit feedback from the parents and regularly inform them of the decisions being made for the school community. Transparency is of utmost priority.

We welcome new families, including, when space allows, those entering the school mid-year, through a series of activities designed to acquaint families with MCA’s school culture. Prior to entering the school, a family attends an informational meeting to learn about the school’s philosophy and pedagogy, and to see the school grounds and learning environment. Interested parents will be encouraged to talk with the school director, and prospective students will be encouraged to visit the school and shadow a fellow classmate for a day. New students will be assigned a ‘class buddy’, a peer to help them acclimate. We will do the same with parents. They will be given a parent peer to help them acclimate to the school culture.

3. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at risk of academic failure.

One of MCA's Core Beliefs is that all students can learn at higher levels. Effectively teaching ALL children is our fundamental and most important work. We take seriously the notion of educating all children well. Our students with special needs will receive the care and attention they deserve. Our students are not forced to fit our program. Instead, we meet our students' needs by adapting our program to fit them. We integrate movement, music, and the arts into all academic subjects, giving all students and learning styles an entry point. In addition, teachers will form deep relationships with students, allowing them to know and understand each individual's needs. Students with special needs will be fully included in the regular education classroom and special education teachers will work side by side with classroom teachers. We also ensure that families, regardless of language or ability, have access to information about our school and are welcomed and embraced by our school community. In order for us to successfully accomplish these goals, an experienced special education director will instruct the special education teacher, instructional aides, general education teachers, and administrators in accordance with the IDEA, Article 7, and other federal and state law requirements.

4. Describe a typical school day from the perspective of a student in a grade that will be served in your first year of operation.

Hi! My name is Tyler and I am in first grade at MCA. I love my new school and I am learning a lot. It's different from where I went to kindergarten. When I first get to school, I go straight to my classroom. I line up outside my classroom door and my teacher greets me. She shakes my hand and tells me good morning. She usually asks me a question about something – like my younger brother or my dog. Then I put my things away in my cubby. After that the teacher rings a chime and we all get quiet and stand up behind our desks. During morning announcements I hear the "thought of the day". I am always curious and excited about what it may be. I think about it and am reminded of it several times during the day and beyond. Even my parents know it! We do lots of songs and poems and get to move around and play games. I've memorized all of the songs and poems already. Then we get to play our flutes. It's really fun and I'm good at it. After we put our flutes away, our teacher has us tell her about the story from yesterday. Sometimes we get to act it out and sometimes we get to draw our favorite part and sometimes we get to write about it. Then she tells us a new story. I'm excited because today because my grandfather is coming to school to share a story about when he grew up in Mays! After that we will practice our math. Right now we're learning how to add a bunch of numbers in columns. Then we get to do a picture in our main lesson books and put in some math problems. We might write about the story, too. We write about the stories a lot. So then we get to have a break and have a snack. We aren't allowed to have candy or anything that's not good for us. Then we go outside. My friends and I are building a fort. It's really cool. After we come in, we go to the bathroom and then we have math and practicing our basic facts and other stuff. Sometimes we do form drawing in math class. We have to draw what the teacher draws on one half of the paper and then make the exact opposite on the other side. Then LUNCH! The food here is really good. I didn't think I'd like it, but I do. My mom says it's healthy food. After we eat we get to go outside again. I really like that.

After lunch today we are doing something special. I'm learning how to knit. One of my friend's grandmother came to school to teach us. I have to count stitches and pay attention. Sometimes it's hard. Then we get to practice our reading and work on our writing too. I think our last class is games today. I love that class because we do so many fun things. Last week we played a game called season relay. We had to say what thing was part of what season – like snow is to winter. Then we packed up. Our teacher gave us high fives as we walked out of the room and reminded us to dress warmly tomorrow as we were going to collect local leaves.

5. Describe a typical day for a teacher in a grade that will be served in your first year of operation.

Hi! I teach fourth grade at MCA and it is the best teaching job I've ever had! I usually get to school around 7:30 so I can get my room ready and feel prepared to be with my students for the day. I hang my ego on the coat rack and step in to my beautiful classroom. My room is painted the most exquisite color of green. It's tidy with very little in the room to distract my students. On the blackboard is a colored chalk drawing I did of the state of Indiana. It's a map with all of the landforms on it. At 8 am, I go into the second grade teacher's classroom and many of my colleagues are gathered there. We are finalizing plans to visit the fire stations right across the road. We have different activities planned for the varying grade levels. My fourth graders are going to measure various things on the fire truck! My students begin coming into the classroom around 8:15. At 8:30 I promptly ring the chimes, then go around to each student and shake his/her hand. It is a beautiful tradition I learned from my mentor. This way I tune in to every child to determine if they are upset in any way or in need of extra attention. We then listen to morning announcements, closely listening for the "thought of the day", and start our morning circle. We are currently in a Local and State Geography block, so our circle has poems and songs about Indiana. We also continue to practice our multiplication facts in the morning circle, as many of the children still have not memorized them. After the circle, which lasts about 20 minutes, the students go back to their desks. Now they are awake and ready to think. I always begin the next part of the main lesson with a review. Yesterday I told the students a story about some of the first white settlers in Indiana. I used a chapter from "Bears of Blue River" by Charles Major. I read the chapter 2-3 times on my own, then put together the key pieces and was able to craft it into a story. The children engage and retain the material so much better through storytelling. They loved yesterday's story about Balser (the main character) and how he shot his first bear. We are working on vocabulary, grammar, and sequencing in language arts, so today when they retell the story, I will ask the children to use colorful, describing words (adjectives and adverbs). As they retell the story, I will write their words on the board. Next comes the new material. Since we are still discussing early settlers, what they ate, where they lived, and how they survived, I decided to tell another story from the "Bears of Blue River" book. There is a great chapter on the garden and what the family eats. After I've told the story, we will do some writing using the words I put on the board. I will ask the students to write a summary of the story from yesterday. This will be a rough draft. Once they have finished writing, they will have an opportunity to work in their main lesson books. Today I want them to draw the land form map of Indiana that is on the board. The students who learn through artwork always love this part of the main lesson. A different feeling comes over the room as they get out their colored pencils and start to work. We end the main lesson at 10:30 with a verse. Students then get out their snacks and when finished, go outside for some exercise. I am not on duty today, so I will take a break. When they come back in, we will be working on higher-level algorithms during the math skills class. Every Day Math always starts with mental math and then with some problem solving. The mental math really keeps the kids sharp and the problem solving, a major Indiana standard, is going better than I thought it would. We work on a problem solving strategy each week and the students are actually getting to be better at word problems! After mental math and problem solving, I introduce the concept we are working on, give the kids their problems, then work with small groups or one-on-one with students who need help. This is a time when I can really help students who are struggling. I have an aid at this time, and he is a godsend. Our lunch comes after this class, and students eat great, healthy food prepared by our food service. I even eat the school lunches. The kids go outside then and are watched by one of the aids. I get to take a break, talk with my colleagues and rest a bit. Our lunch is 45 minutes long. After lunch my class goes to handwork where they are working on cross stitching. During these two class periods, I first set up water color painting in the classroom while the kids are at handwork, then work on planning or grading in the teachers' workroom. Today we are painting a landscape from pictures we took on a field trip to the southern part of Rush County last week. We then begin Writers Workshop. I have an aid again

during this time period, so my students get the assistance they deserve. A few students are at the beginning stages of their writing while others are peer-editing. The day is nearly over. We end our Writers Workshop with students sharing what they've written. Then it's time to pack up and go home. We always end our day like we started it with a high five or handshake and a see you tomorrow.

Supplemental Programming

1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. What are the anticipated resource and staffing needs for these programs?

MCA will strive to continue a small rural community hub. Churches, civic groups, and community groups will be invited to utilize the school property. It is the desire of the founding group to connect with the community to offer summer programs and projects at the school. To date these initiatives have not been identified but it will be a goal of the school community to establish these during the first year of the charter school.

Some Connections Being discussed: (Most of these will be tied to project based outcomes).

- 4-H
- Scouting
- Girls and Boys Club
- Elementary Sports

Many activities for these groups are most prevalent in the summer. Therefore it is the desire of the MCA founding board that there are connections between these organizations and our students' achievement.

- Gardening
- Farming
- Photography
- Weaving
- Plant care
- Horses
- Calves
- Sheep
- Goats
- Go-carts
- Pond care (to name a few)

MCA students will be actively involved in maintaining a garden. Each grade level will be responsible for the varying aspects of the garden as they correlate with the Indiana State Standards and projects related to a place-based education.

Some Examples are:

Kindergarten - It's a Community Garden – Where I Live

1st Grade – How to Plant a Seed / Parts of a Seed

2nd Grade – The Parts of a Plant / Planting Vegetables

3rd Grade – Harvesting Crops

4th Grade – Best Crops to Grow in Indiana and When to Plant / Cultivate

5th Grade – Produce Distribution / Consume or Sell

6th Grade – Overview of Garden; design, groups teach and oversee younger classes

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

Additional extra- or co-curricular activities are the in development stages with the school and its community partners.

3. Describe the programs or strategies to address student mental, emotional, and social development and health.

MCA will strive, on every level, to maintain the social, and emotional wellbeing of every child entering the MCA family. The very nature of placed-based education promotes social interaction, and intellectual inquiry. If our program is effectively implemented we won't need additional student-focused programming in order to meet the needs of the whole child.

MCA will meet the mental, emotional, social development and health in a variety of ways. Teachers will be trained in crisis intervention, Ruby Payne (Children of Poverty Series), and in Harry Wong's Classroom Management. Additionally, the special education director will train the staff in meeting IEP's of students with social and emotional deficits, as well as the special needs of students on the autistic spectrum. If there is a child in a classroom, with a severe need, the teacher will receive individual training on the effective care of the given child.

Initiatives Planned:

- Teachers will establish regular communication with parents in order to meet the needs of the whole child.
 - RCA will maintain a resource library on child development and learning deficits.
 - Teachers will be trained in the RTI process.
4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Mentors:

Peer Mentoring: This initiative will be developed in the fall of 2015.

- High school students, from Rushville High School, will be matched with elementary students to form a mentoring relationship. MCA students will be selected by the RTI team to help support students with academic or social needs.
- Buddy Pairs will meet on the school grounds for one hour per week throughout the school year.
- Typical activities will include eating lunch together, playing board games, hands-on arts & crafts activities supplied by MCA, and going to a local recreation center.

This relationship will benefit both children immensely, as the younger student will have a consistent mentor and the high school student will learn the importance of community stewardship.

Internships: This initiative will be fully developed during the first year of operation.

As part of their final place-based project sixth grade students will participate in a local internship. Community members will be selected as candidates to help facilitate the project. Students will be assigned an internship based on their interests. The internship will be tied to Indiana State Standards and to a project-based outcome associated with the place-based curriculum.

Initial Thoughts:

- Students will complete an application for a particular internship.
- Students will interview for the internship that they desire to obtain.
- Students will work at the business one day a week for six weeks.
- Students will keep a journal logging answers to questions associated with their assignment.
- Final projects may vary but will all be related to good stewardship as well as giving back to the community.

Special Populations and At-Risk Students:

MCA is committed to providing high quality instruction and appropriate supplemental services to students with Individualized Education Programs, students with Section 504 plans, English Language Learners, and students at risk of academic failure or dropping out. Accordingly, MCA will implement a comprehensive assessment to identify any students with these needs and serve them appropriately.

- a) Mays Community Academies' commitment to students with special needs will accordingly be addressed by the implementation of a comprehensive assessment to identify any students with disabilities. For those identified for additional intervention, an Individualized Education Program (IEP) will be developed to oversee services. The IEP (34 CFR §300.320-300-324) will include the following:
 - o i. A statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
 - o ii. A statement of measurable annual goals, including benchmarks or short-term objectives;
 - o iii. A statement of the special education and related services and supplementary aids and services to be provided to the child;
 - o iv. An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
 - o v. A statement of any individual modifications in the administrations of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
 - o vi. The projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and

- vii. A statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of the non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

MCA will provide special-education and related services to any child with a disability in accordance with the child's IEP and will make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful. In addition, Extended School Year services (ESY) (34 CFR §300.106) will be provided to the child with a disability beyond the regular school year, as necessary in order to provide Free Appropriate Public Education (FAPE) as determined by a child's IEP.

In accordance with 34 CFR §300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services will be a component of MCA's overall general education Response to Intervention (RTI) system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel will document the provision of interventions and refer the student for a full and individual initial evaluation.

MCA will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation will be completed before the initial provision of special education and related services will be provided and will address if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR §300.232, MCA shall have an IEP in effect for each identified student with a disability. MCA will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP will be implemented as soon as possible following the IEP committee meeting.

For a student who is new to MCA (including students who attending Mays Elementary), a transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

- b) Inclusion, differentiated instruction, and interactive technology strategies will be implemented as appropriate for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. This can be done for the special needs learner with or without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in order to help them achieve the highest possible standards.

MCA will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's IEP and overall educational needs (34 CFR §300.114- 330.116). In providing programs, services, and activities for students with disabilities,

MCA shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment will occur only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily. MCA will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR §300.115). This includes a variety of placements and will make provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided to all other students. In addition, MCA will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR §300.320. c.

- c) MCA will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP). In both the development and review (and revision as appropriate) of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. In addition, the IEP team will also consider special factors such as:
 - whether a child's behavior impedes his or her learning or the learning of others,
 - whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, and
 - what the communication needs of the student are and whether the child needs assistive technology devices/services.

Review of the IEP will occur annually or more frequently if the student is not being successful.

- d) Graduation – Not Applicable

- e) MCA will provide qualified staffing for students with special education needs. All special education personnel shall be certified, endorsed or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials. MCA will employ, minimally, one certified special education teacher. Additional special education personnel (e.g., teachers, paraprofessionals, and related service providers) will either be employed or contracted with depending on students' needs at the school. Using a multi-certified and multi-strength staff will provide students at MCA with tailor-made support services to meet each individual need.

3) Explain how the school will meet the needs of English Language Learner (ELL) students.

- a) MCA will administer a home language survey to identify the first/native language(s) of all students enrolled in the School. This home language survey will be administered to ALL students enrolled in the School, and the survey will be used during the enrollment process to identify the native language of each new student at the time of enrollment into the School. Documentation of a

student's native language will be recorded in the permanent record. Seven MCA will implement an identification procedure to survey all students in the School with the following three questions:

- i. What is the native language of the student?
- ii. What language(s) is (are) spoken most often by the student?
- iii. What language(s) is (are) spoken by the student in the home?

b) MCA will implement specific instructional programs, practices and strategies to ensure academic success and equitable access to the core academic program.

MCA will provide equal educational opportunity to language minority students with the appropriate level of English language development to allow for meaningful participation of language minority students in the School's educational programs. Such instruction will take place during the regular school day. A minimum of one (1) hour daily will be appropriate for LEP students at English proficiency levels 1-4. One or more of the following approaches to instruction may be used:

i. Transitional Bilingual Education (TBE): TBE is an instructional program in which subjects are taught through two languages—English and the native language of the English language learners—and English is taught as a second language. English language skills, grade promotion, and graduation requirements will be emphasized, and the student's native language will be used as a tool to learn content. The primary purpose of these programs is to facilitate the LEP student's transition to an all-English instructional environment while receiving academic subject instruction in the native language to the extent necessary. As proficiency in English increases, instruction through the student's native language decreases. Transitional bilingual education programs vary in the amount of native language instruction provided and in the duration of the program. TBE programs may be early-exit or late-exit, depending on the amount of time a child may spend in the program.

ii. English as a Second Language (ESL): ESL is an educational approach in which English language learners are instructed in the use of English language. Their instruction is based on a special curriculum that typically involves little or no use of the native language, focuses on language (as opposed to content), and is usually taught during specific school periods. For the rest of the school day, students may be placed in mainstream classrooms, an immersion program, or a bilingual education program. Every bilingual education program has an ESL component.

iii. Pull-Out ESL: A program in which LEP students are "pulled out" of the regular, mainstream classrooms for special instruction in English as a second language.

iv. Content-Based ESL: This approach to teaching ESL makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, cognitive, and study skills. English will be used as the medium of instruction.

v. English for Speakers of Other Languages (ESOL): English language development (ELD) means instruction designed specifically for English language learners to develop their listening, speaking, reading, and writing skills in English. This type of instruction is also known as ESL, "teaching English to speakers of other languages" (TESOL), ESOL. ELD, ESL, TESOL, or ESOL standards are a version of English language arts standards that have been crafted to address the specific developmental stages of students learning English.

vi. Sheltered English: An instructional approach used to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies, and other subjects.

vii. Structured Immersion: In this program, language minority students receive all of their subject matter instruction in their second language. The teacher uses a simplified form of the second language. The goal is to help minority language students acquire proficiency in English while at the same time achieving in content areas.

c) MCA will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

As required by the "No Child Left Behind Act," MCA will assess all students whose first language is other than English to determine whether a student is Fluent English Proficient (FEP, see level 5) or Limited-English Proficient (LEP, see levels 1-4). Each spring, all LEP students must participate in the LAS Links English proficiency assessment. Newly-enrolling students must be assessed for identification as LEP using the LAS Links Placement Test within thirty (30) calendar days of enrollment at the beginning of the school year or within two (2) weeks during the school year.

Assessment shall, to the extent possible, include listening, speaking, reading, and writing abilities, as well as academic achievement. Language proficiency levels are described below:

i. Beginner (Level 1): Students performing at this level of English language proficiency begin to demonstrate receptive or productive English skills. They are able to respond to some simple communication tasks.

ii. Early Intermediate (Level 2): Students performing at this level of English language proficiency respond with increasing ease to more varied communication tasks.

iii. Intermediate (Level 3): Students performing at this level of English language proficiency tailor the English language skills they have been taught to meet their immediate communication and learning needs. They are able to understand and be understood in many basic social situations (while exhibiting many errors of convention) and need support in academic language.

iv. Advanced (Level 4): Students performing at this level of English language proficiency combine the elements of the English language in complex, cognitively demanding situations and are able to use English as a means for learning in other academic areas, although some minor errors of convention are still evident.

v. Fluent English Proficient (Level 5): Students performing at this level of English language proficiency communicate effectively with various audiences on a wide range of familiar and new topics to meet social and academic demands. Students speak, understand, read, write, and comprehend in English without difficulty and display academic achievement comparable to native English-speaking peers. In order to attain the English proficiency level of their native English-speaking peers, further linguistic enhancement and refinement are

necessary. NOTE: Oral language skills will not be the sole criterion for determining language proficiency. Academic achievement and writing and reading abilities in English must also be considered as assessed with the LAS Links English proficiency assessment.

MCA will have specific criteria established to safeguard appropriate placement and subsequent delivery of services to exceptional language-minority students. The Pre-Referral process to Special Education should include an assessment in the native language and in English to provide evidence that difficulty exists in both languages. A referral should only be made after all other avenues have been explored and it has been determined that the child's needs cannot be met by the regular education program.

Retention of language minority students shall not be based solely upon English language proficiency. Appropriate classroom modifications should be made for each language-minority student to ensure meaningful participation in the educational program.

MCA will continue to provide English language development services to LEP students until they attain an Overall/Composite score of Level 5 on the summative LAS Links English proficiency assessment. Services for Level 4 students may be modified based on the students' needs.

Upon the first Overall/Composite score of Level 5, students are exited from daily English language development services and reclassified as FEP for reporting purposes and they begin informal monitoring. At this point students no longer generate funding. The following spring, upon the attainment of the second Overall/Composite score of Level 5 on LAS Links, students enter the formal two-year monitoring period required by Title III to ensure continued academic success. After the second score of Level 5, students will no longer participate in LAS Links.

MCA will provide evidence that communication between the school and the home, whether about language-minority student progress or school activities, is conducted, to the extent possible, in the native/preferred language of the home. MCA will maintain records that indicate the following:

- i. The native language of the student,
- ii. The English language proficiency level of the student,
- iii. The type and frequency of English language development services offered,
- iv. The instructional and assessment adaptations made based on level of English proficiency, and v.
- v. Other intervention strategies employed. The method of maintain this information for each language-minority student is the Individual Learning Plan (ILP). ILPs are developed for each student and updated annually based on their Overall/Composite of English proficiency on LAS Links. ILPs are developed by the ESL teacher in collaboration with the classroom teacher. Accommodations used on ISTEP+ must be those already in place for regular classroom instruction that are outlined on each ILP.

d) MCA will provide qualified staffing for ELL students. All English Language Learners (ELL) personnel shall be certified, endorsed or licensed in the area of assignment. Additional ELL personnel will either be employed or contracted with depending on the students' needs at the School. MCA will participate in training programs designed to help the development and implementation of these guidelines offered and facilitated by the Office of English Language Learning & Migrant Education, including in-service and technical assistance. Other resources for staff development may include courses available through the Regional Educational Service Centers, various university level courses, annual conferences held by the Office of English Language Learning & Migrant Education, Indiana Teachers of English to Speakers of Other Languages

(INTESOL) and the national Teachers of English to Speakers of Other Languages (TESOL) and National Association of Bilingual Education (NABE) conferences.

4. MCA will identify and meet the learning needs of students who are performing below grade level and monitor their progress.

MCA believes that there will be interventions embedded into the daily life of the school to address students who are functioning below grade level. School academic operations will include an established strategy of increasingly intensive steps when a student is not learning or progressing at an effective pace. The following measures will be implemented to monitor and ensure that students are making adequate academic progress as part of the Response to Intervention (RTI) process:

a) Team Meetings: A collaborative team comprised of educators and administration will be established to address the following tasks:

- i. Identify and map objectives.
- ii. Create schedules for learning.
- iii. Develop formative assessments.
- iv. Establish criteria for success.
- v. Assess student progress.
- vi. Assign interventions.

b) Formative Assessments: MCA will conduct periodic assessments to gather data. Educators will utilize the results to monitor student progress. Intervention strategies will be assigned for students not making adequate growth.

c) Intervention Strategies: Under RTI, students identified for additional assistance to ensure adequate academic performance will be engaged in intervention strategies that will focus on the individual needs of the student. Intervention strategies will include, but not be limited to:

- i. Student Centered: Two co-curricular activities, peer tutoring, student council monitoring, privilege system
- ii. Faculty Centered: Faculty advisors, team attendance meetings, guided study, tutoring
- iii. Parent Centered: Parent monitoring, parent communications, mid-marking period progress reports, daily progress reports

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:

a) MCA will provide evidence-based instructional programs, practices, strategies, and opportunities to enhance student abilities.

MCA will provide students with a rigorous placed-based education in the liberal arts and sciences. For those students who are academically advanced, additional opportunities will be provided to enhance their education, e.g., clubs, enrichment/accelerated curriculum, synthesis projects, etc. MCA understands that students can be gifted in one area or the other and not necessarily tied to their cognitive scores.

b) All special education personnel will be certified, endorsed, or licensed in the area or areas of assignment in accordance with 34 CFR §300.156 or appropriate state agency credentials.

c) MCA will assess and monitor the progress and success of intellectually gifted students. Any student with an IEP shall have his or her program reviewed annually or more frequently should the student not be making adequate progress towards his or her goals stated within the IEP.

Admissions Policy and Criteria

1. Explain the plan for student recruitment and marketing that will provide equal access to students and families interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; homeless students; and other youth at risk of academic failure.

The school is already well known as an "A" school in the Rushville Community. There is a website: www.mayscommunityacademy.com. On the website there is an application for enrollment, information on the school, and a forum so that people can communicate freely. Additionally, there is an established Facebook page for interested community members.

A dynamic public awareness campaign has been established. A blend of marketing, advertising, public relations, and community engagement has been implemented to generate awareness of, and interest in, the school.

Besides the use of social media we have employed the following tactics:

- Door to door campaign
- Brochures
- Yard Signs
- Radio Interviews / Ads
- Community Meetings
- Newspaper advertisements / articles
- Discussions with local and state political entities
- Flyers
- Postcards
- Direct mail

2. Provide, as **Attachment 6**, the school's Admissions Policy, which should include the following:
See Attachment 6

Student Discipline

"Treat students as though they already are what they can be, and you help them to be capable of becoming what they will be." - Harry Wong

See Attachment 7

Parent and Community Involvement

1. True to the definition, from the very onset, MCA has epitomized a rural place-based school. It was parents and the Mays community who raised awareness and strong opposition to closing their beloved school. The initial meeting (with 150 people in attendance) was organized and attended by parents and concerned community members. Parents are actively involved, assisting the organizing group, getting accurate information to the community at large and

gathering ideas for the Mays proposal document. There are committees of people looking at academics, governance and financial issues that need to be addressed. Additionally, although there exists an active teacher's union, and a push against the prospect of a charter school, several local teachers have expressed interest in helping to bring the charter to fruition. To date this initiative has been solely parent and community driven.

2. There is no doubt that community and parent groups will stay involved in the school through its inception and beyond. However the organizing group has plans to assure continued support.
 - Continued communications through various modalities
 - Weekly parent information meetings at various community locations in and out of the county
 - Summer activities are planned to bring families and teachers together (picnics, ice cream social, curriculum information meetings, team building etc.)
 - Contact with community members in organizing their involvement in planning curriculum and field activities
 - Contact with parents in organizing volunteer opportunities
3. At MCA parents will be an integral part of a place-based education for their child. There will be many opportunities for parents to assist as part of the school community. The door will always be open to those who wish to help.
 - Parent Teacher Organization
 - Required Volunteer Hours: All parents and/or guardians will be ask to volunteer twenty hours per year. Volunteering may include; field trips, clubs, cafeteria or playground assistance, activities coordinator, classroom assistance, sharing their vocation, etc. Anything a parent would like to do to help out will be considered a volunteer hour.
 - Communication: Teachers will have daily/weekly communication with parents through their classroom web-page, e-mail, phone messages, student folders and newsletters. The school will communicate with parents via all school phone / text messages, web-site, structured social media, signage, calendars, news letters
 - Coffee with the principal – Each week the principal will invite parents to school for a casual, yet structured conversation about ideas, policy, procedures, etc.
 - Parents will be celebrated through functions such as, "Donuts for Dads" and "Muffins for Moms".
 - School improvement efforts will be accomplished with the help from parents. There will always be parents on various school committees. Forums with various topics will be conducted on a monthly basis. Surveys and informal discussions will be a part of the school culture.
4. In a place based environment community is an essential piece of daily instruction. Community involvement will include, but not be limited to:
 - Career Day – Community members will be asked to speak to student groups regarding their particular vocation and what it educational components are necessary to obtain employment in their profession.

- Guest Speakers – locals, foundation representatives, civic club members, politicians, historians, etc will be utilized in teaching the history of Rush and surrounding counties.
- Field trips to museums, cemeteries', local municipalities, parks, and historic sites, will give students' unique insight into the places and things that surround them.
- Community professionals will lead students in various studies such as water and soil testing, crop growth, identification of local plants, trees, animals and fish.
- Community members will teach local folklore and customs, share artifacts, etc.

Parent involvement and community collaboration are critical to student growth and will provide the educational investment necessary to develop students into a skilled workforce and responsible citizenry. To this end, MCA will expect parents to support the mission and vision of the school. MCA hopes parents will set good examples for their children, encourage them in critical thinking skills, provide them quiet study space at home, teach them effective study skills, and limit the time the children participate in activities such as watching television or playing video games.

Community Support – See Attachment 8

Educational Program Capacity

Until the principal is hired, the founding board will lead the development of the school in conjunction with Indiana Charters. Once a principal has been selected, the principal will take a leading role in school development, with the board serving in a largely advisory capacity. The board will work on a volunteer basis, while the principal will be compensated out of the school budget.

The principal will begin hiring the remaining staff by June 2015. Like the principal, teachers and other staff will be drawn from those supportive of and knowledgeable about place-based education.

1. Identify any organizations, agencies, or consultants.

Indiana Charters LLC will serve in a primary consulting role. Please refer to Attachment 16 for full details.

2. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. Also provide, as **Attachment 9**, the qualifications, resume, and professional biography for this individual. Discuss the evidence of the leader's ability to effectively serve the anticipated population.

The MCA founding board has begun its search for a principal candidate. Our goal is to have a principal in place by the beginning of June, 2015. We will be assisted in this process by Indiana Charters LLC. Preferred candidates will have a master's degree, teaching experience at the K-6 level, a record of leadership, demonstrated abilities in speaking and writing, well versed in

place-based education and familiar with the Rush County area. Our principal, accountable to the governing board, will coordinate the hiring of teachers and staff; the implementation of a place-based curriculum; the establishment of the school culture; the maintenance of a healthy enrollment; and the pursuit of financial integrity. In addition, he/she will work to foster an understanding of liberal arts education and the virtues of school choice among parents and the larger community.

If no candidate has been identified, provide as **Attachment 9** the job description or qualifications, and discuss the timeline, criteria, and recruiting and selection process for hiring the school leader.

3. Describe the responsibilities and qualifications of the school's leadership/management team beyond the principal/head of school. If known, identify the individuals who will fill these positions and provide, as **Attachment 10**, the qualifications, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.
4. Explain who will work on a full-time or nearly full-time basis to lead development of the school following application approval. Explain the plan to compensate these individuals.

Section 2. Operations Plan & Capacity

Governance

Legal Status and Governing Documents

Describe the proposed school's legal status, including non-profit status and federal tax-exempt status. Submit Articles of Incorporation, proof of non-profit status and tax exempt status (or copies of your filings for the preceding items), and any governing documents already adopted, such as board policies, in **Attachment 11**. Submit, as **Attachment 12**, the completed and signed Statement of Assurances.

Organization Charts

Submit, as **Attachment 13**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full expansion.

The organization charts should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also document clear lines of authority and reporting within the school. If the school intends to contract with an ESP that does not currently operate ANY schools, clearly show the provider's role in the organizational structure of the school. ***If the school plans to contract with an ESP that currently operates one or more schools in any state, the applicant MUST use the RFP for Experienced Operators.*** Explain how the relationship between the governing board and school administration will be managed.

Governing Board

The composition and number of the MCA Board of Directors facilitate effective fulfillment of the responsibilities and task laid out for the Board to successfully fulfill its mission. MCA's composition of the Board of Directors takes into account the development phases of the school, the special requirements with its plan, fiduciary obligations, sound oversight of the school, and the needs of the school's operation. Members of the Board must possess a passion for the mission, the competence required to accomplish the mission, and the dedication to allocate sufficient time to achieve the success of the mission. MCA has achieved the diversity in the composition of the board with individual's array of talents, skills, interest, that collectively will result in success of the school's mission. According to the Northern Rush County School Corporation By-Laws, a minimum of five and a maximum of seven members shall be appointed to the Board of Directors. The number of Advisory Board members is not limited. At present, the MCA Board has six regular members.

As the main entity of accountability for MCA's governance in fiscal oversight, and strategic planning, among many other responsibilities, is the board's active and effective oversight. Effective oversight and active board members goes hand-in-hand, which has a direct impact on the ultimate success of the school.

MCA Governing Board recognizes its ongoing responsibility to ensuring the terms of its charter; provide a high-quality educational program, and the responsibility that lies within the Governing Board. MCA fully recognizes the Board's role as the steward and has carefully and intentionally assembled an enriched diverse board that consists of dedicated contributors in all the key components necessary to carry out its mission and vision for the school into the community. The board composition is fully representational and inclusive expertise, experience, diversity, and talent with management and oversight delegated to members based on experience and expertise to support decision-making processes that ensures effectiveness. A primary responsibility of board directors is the commitment to be actively involved and be active on an ongoing basis, which directly bears responsibility for the success of the school. Board members must be actively involved in the decision making process,



serve as an active member of the committees, participate in functioning of the school including attending board meetings, participate in the development of policies & processes, actively involved in the decision-making process, and committed to the overall direction and implementation of the mission. Simply, the attendance and active member requirement is a measure of board member's commitment.

Advanced planning will allow for effective legal, fiscal, and operational oversight in areas such as; educational accountability plan, promoting the mission to the public, organizational planning, budgeting and maintain a firm financial footing, reviewing detailed financial; annual auditing; best practices; curriculum development, and advanced planning ensures proper oversight and control of payroll, procurement, accounting, audit, cash management, and fundraising procedures, among many other. Setting clear goals and establishing objective measures of outcomes ensures effectiveness needed. The board will ensure effective oversight by using qualitative and quantitative data as well as other data to access the progress of the school. By the board implementing advanced planning initiatives as a portion of ensuring effective oversight, the board will have the information needed to prepare in advance, provide on-going support toward continuous improvement, and make sound management and oversight decisions.

MCA will regularly evaluate the board's effectiveness by conducting assessments regarding the board's participation, support, policy development, financial management, and dedication to the mission and vision of the school.

The board president of MCA sets the agenda and distributes the appropriate information and materials for board packets to Board guest and Board members, in advance of the meeting. In general, a minimal of once a month a scheduled meeting with the Board meeting will take place to discuss up-and-coming issues and obtain reports from committees and school. Regular meetings consist of an examination of unfinished business from previous meetings and new business. The board will have focused working meetings that will consist on a single topic such as; budget development, strategic planning, policy

development, or facility expansion. Professional development workshops & training will be conducted outside of regular board meetings.

MCA is subject to the requirements of IC 5-14-1.5, Public Meetings (Open door) Law. IC 20-24-4-1(a)(15) Indiana Open Door Law. All Board meetings are open to the public except for executive sessions. At a minimum, open public regular meetings of the governing board will be held monthly. The governing board will provide notification to the public of board meetings and invite attendance by the public. Notice will be provided a minimal of 48 hours before the date of the meeting and will comply with the Indiana Open Door Law. Meeting agendas will include an open form item providing the opportunity, time permitting, for public input as well as the opportunity to record, in compliance with the requirements of Open Door Law. Written documentation of board policies will be available online and a printed copy available at the school and the public library. Board voting will be public and not by secret ballot. To ensure compliance with regulations, each board member will be provided with a handbook that includes information on Open Door Law and the board attorney will conduct an annual board workshop for review and update with regard to regulations.

1. List all current and identified board members and their intended roles. Summarize members' interests in and qualifications for serving on the school's board. In **Attachment 14** provide a completed and signed Board Member Information Sheet for each proposed Board member. Include resumes and professional biographies where needed (if a board member's resume is attached elsewhere in this application, state so on the Information Sheet).
2. If the current applicant team does not include the initial governing board, explain how and when the transition to the formal governing board will take place. N/A
3. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure.

Board members from the founding team formed from the small group that pushed forward with the procedures to establish MCA. The board will meet monthly. Additional information is provided in the board's bylaws.

To ensure complete oversight, MCA currently has four standing governing board committees: Executive Committee, which shall have and exercise all of the authority of the board in the management of affairs during intervals between meetings of the board; Finance Committee, which has the oversight and responsibility regarding the financial affairs of the school; Education Committee, which has oversight and responsibilities regarding educational and academic affairs of the school; and Grant and Fundraising Committee. The Grant & Fundraising Committee, which has oversight and coordination of grants and fundraising.

4. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 15**, the board's proposed Code of Ethics and Conflict of Interest policy.

Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts. N/A

MCA code of ethics expresses the personal ideals that the MCA Governing Board believes should guide each Board member. The members of the board recognize that they hold authority as members of the governing board, not as individuals. To make clear, the public statement of the MCA Governing Board's philosophy of service, the board adopted a set of Code of Ethics and Conflict of Interest Policy. It is the policy of the Governing Board that members carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. Members of the board shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities. MCA requires members of the board to comply with all applicable federal, state and local laws, rules and regulations pertaining to MCA's activities, to conduct the board with honesty and integrity, abide by the MCA code of ethics, and avoid any conflict of interest. The Conflict of Interest Disclosure Statement sets forth general principles with respect to conflicts of interest and applies to all MCA Board Members.

5. Describe plans for increasing the capacity of the governing board.

MCA's governing board will increase its capacity for governing by using the National School Board Association's framework, "Key Work of School Boards: Student Achievement." MCA chose this framework because it is based in community engagement and focuses on the Board's responsibility for providing the "conditions for excellence in teaching and learning." The eight key actions identified in the framework are: Vision, Standards, Assessment, Accountability, Alignment, Climate, Collaboration and Community Engagement, and Continuous Improvement. The MCA Governing Board will have two annual retreats focusing on the development of the Board's capacity to govern.

The opening retreat will provide an in-depth training on the eight key actions of the framework. The mid-year board retreat will be an assessment of how the Board is performing on each of the eight key actions. The Board members will be identified in three different "flights." Each member will be placed in either the first, second, or third flight upon election. The terms of the Board members will be three years. Board members in the third flight will serve three years before re-nomination, the second flight for two years and the first flight for one year. Board members can only serve for three consecutive terms. They must then step down for at least one year before rejoining. Board vacancies will be filled using the Board's nomination process. The process includes a meeting with the Educational Director and the Chair of the Board and a review of the school's vision, mission, core beliefs, Board meeting calendar, and the Board's Code of Ethics. If the proposed candidate shares the passion and commitment to the school's work, the candidate will be voted on by the full Governing Board.

The Founders Group has identified the key strategic needs in terms of the Board's expertise. The group will prioritize legal, business, accounting, and financial expertise as they vet potential Board members. New Board members will receive a Governing Board handbook that includes the school's vision, mission, core beliefs, Code of Ethics, and the Key Work of School Boards Framework. They will also tour the school and visit at least one board meeting prior to their election.

6. Provide copies of background checks for all potential board members.

These were not available at the time of printing. We expect these to be completed by April 4.

Advisory Bodies

Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body; the strategy for achieving that composition; the

role of parents, students, and teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The MCA School Community Advisory Team will serve the school and the Governing Board by crafting proposals for Board review, exploring multiple options for difficult issues, obtaining multiple perspectives on issues that concern the school community, and providing feedback to the school Board and school leadership team.

The team will be comprised of students, parents, teachers, teaching assistants, and involved community members.

Grievance Process

Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

MCA governing board seeks to develop a learning community that values the input of all stakeholders and recognizes that concerns may be expressed by parents and community members. To ensure awareness, a copy of grievance procedures will be distributed to students and parents/guardians each school year within the Student/Parent Handbook. The grievance procedures may begin with the informal or formal procedure.

Informal Grievance:

An informal conference and appeal for grievance against an employee (other than the principal) or with regard to a policy or governing board decision, can take place when a student, parent, or guardian wishes to invoke a grievance. The grievance procedure must be invoked within seven days following the event that is the origin for the grievance, request a meeting with the employee with whom the event/disagreement is with and present the issue orally. Within seven days following the request for a meeting, the employee shall meet with the student, parent, or guardian and give a good faith attempt to solve the matter with an oral response. If there isn't resolution, the student, parent, or guardian may take the grievance to the principal, within seven days from the time of the oral meeting and initiate a conference. The principal shall give an oral response within seven days of the initiation to meet and resolve the issue orally with the principal. If the student, parent, or guardian, is still not satisfied, a formal grievance must be made within seven days of the receipt of the principal's response.

Should the grievance be with the principal, the student, parent, or guardian may within seven days of the event, request an appointment with principal to present the issue orally. Within seven days of the request, the principal attempt to solve the issue with an oral response. If the student, parent, or guardian is not satisfied, a formal grievance must be made within fourteen days from the time of the oral meeting with the principal.

An informal conference and appeal for grievance against a policy or governing board decision, can take place when a student, parent, or guardian wishes to invoke a grievance. Grievance of school policy or governing board decisions request should be made to meet with the principal where the grievance can be presented orally. If the student, parent, or guardian is not satisfied, an informal conference with the school's board level designee where the grievance can be presented orally.

Formal Grievance

All formal grievances are made in writing and are filed with the principal, and if the grievance is with the principal, the grievance is filed with the governing board. The written grievance must include a statement describing the issue. The written grievance must be submitted within thirty days after the event. The school board shall conduct an impartial and thorough investigation of the issue within seven days of the written grievance. Unless additional time is needed, the student, parent, or guardian will be notified of the results in writing within fourteen days of the written grievance. The written results shall include proposed correction to the issue, if appropriate. If the student, parent, or guardian is not satisfied with the written results, the next in command or school's board level designee shall schedule a hearing conference at the school level to consider the issue, within thirty days of date of written results. Only the parent or guardian may attend and all parties will have the opportunity to present witnesses or any other evidence that pertains to the grievance. The next in command or school's board level designee will issue a final decision in writing within fourteen days from the hearing conference.

School Management Contracts

If the proposed school does not intend to contract with an Education Service Provider (ESP; i.e. Charter Management Organization or Education Management Organization), mark "Not Applicable" and skip to the next section.

If the proposed school intends to contract with an ESP that already operates schools, whether in Indiana or elsewhere, the applicant should STOP WORKING ON THIS APPLICATION and, instead, complete the RFP FOR EXPERIENCED OPERATORS.

If the proposed school intends to contract with a new ESP or partner **that has never previously operated a school**, provide the following information (and provide the requested documentation as **Attachment 16**):

1. An explanation of how and why the ESP was selected;

Upon learning that Mays Elementary may be closed beginning with the 2015-2016 school year, our founding group began researching educational models and options for opening as a charter school on an expedited timeline. One of our first contacts, Susie Pierce, founder of Rural Community Academy (RCA), was very helpful with solidifying our desire to develop a rural charter school with a place-based curriculum model. She was also very helpful in guiding us toward an experienced charter school leader, Kevin Davis, who had recently formed Indiana Charters LLC.

The Charter Friends National Network, in their *Guide for Developing a Business Plan for Charter Schools*, observes that "charter school developers quickly realize that achieving their dreams for changing and improving education requires more than innovative strategies for teaching and learning. Charter schools have many of the same characteristics of start-up small businesses and face many of the same challenges. The greatest strategies for teaching and learning won't have a chance to succeed if they aren't supported by fiscally and administratively sound organizations."

As a founder of two Indiana Charter Schools in good standing (Options Charter School – Carmel, 2002-present) and Options Charter School – Noblesville (2006-present) and as COO and CEO of the Indiana Public Charter Schools Association (2012-2014), Kevin Davis, as an individual, is one of this state's valuable charter school resources. In addition to his personal experience, Kevin has approached other experienced and successful charter school leaders to contract with Indiana Charters and provide what we feel is a very strong, experienced and trustworthy team to ensure our rapid start-up is successful. As

a homegrown local educational service provider, Indiana Charters seeks to assist independent, Indiana charter schools with start-up support, back-office services and mentoring.

Though this decision will be made further down the road, Indiana Charters has developed a unique transitional management option for charter schools like MCA. This program seeks to offer the highest level of business and support services at the beginning of the contract and purposely taper those services, through building *our* organizational capacity over time. Unlike many ESP's, CMO's or EMO's Indiana Charters has a simple, amendable contract that can be terminated for any reason with 60 days notice.

The Indiana Charters transitional management plan is flexible. As an example, If our position listed as "clerical " is filled by a person who has had experience as a registrar and/or with IDOE compliance reporting, the model will move aggressively to bringing those services in-house, and the contract will be adjusted accordingly with Indiana Charters doing more "mentoring" and less "servicing."

Though we have not yet entered into an operational contract with Indiana Charters, the board will finalize terms after charter approval.

2. A term sheet setting forth the proposed duration of the contract; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the ESP; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

SEE ATTACHMENT 16

3. A draft of the proposed management contract;

SEE ATTACHMENT 16

4. Explanation of the relationship between the school governing board and the service provider, specifying how the governing board will monitor and evaluate the performance of the service provider; the internal controls that will guide the relationship; and how the governing board will ensure fulfillment of performance expectations;

Indiana Charters is a vendor, providing services at the request and under scrutiny of the board of directors. Understandably, the services are significant and the board has committed to building a long relationship as we develop a high-quality charter school. However, unlike many CMO, EMO or ESP agreements, Indiana Charters offers flexibility through mutually monitoring and evaluating the relationship. We agree that among the many goals of the relationship is capacity-building so we can eventually loosen the ties and operate at the most efficient level – allowing more funds to flow to the classroom and less to operational support.

We will evaluate Indiana Charters annually and report the evaluation in a public meeting by June 30 of each year. We have the right to terminate the agreement, without financial penalty, by giving 60 days' written notice.

We understand that the board and the Educational Service Provider must be especially prudent

with financial controls. All processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to carry out all accounting functions and provide training and oversight to school staff. All transactions will require the approval of the Indiana Charters bookkeeper and business manager. In addition, the school's designee must approve all transactions. Finally, the Organizer's board of directors will approve all transactions through public meeting on a monthly basis.

If the Organizer elects to use credit accounts for travel and emergency situations, statements will be examined and verified monthly by both Indiana Charters and the Organizer's designee. Credit card transactions expected to be above \$250.00 must be pre-approved by the business manager, and Organizer's designee must review the log monthly.

An independent accounting firm will be engaged to conduct an annual review of our financial procedures, reporting and record keeping. All academic and financial records will be maintained in electronic and paper files. Ball State personnel will also be invited to review the monthly or annual financial reports as required by their governance policies.

5. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;

The Organizer and Educational Service Provider have no current or potential conflicts of interest or common affiliated business entities.

6. Documentation of the service provider's non-profit status and evidence that it is authorized to do business in Indiana.

SEE ATTACHMENT 16

Staffing

Staff Structure

1. Provide, as **Attachment 17**, a complete staffing chart for the school. The staffing chart and accompanying notes or roster should identify the following:
 - a. Year 1 positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and non-instructional personnel;
 - c. The number of classroom teachers, paraprofessionals, and specialty teachers; and
 - d. Operational and support staff.
2. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of total adults to students for the school.

The Governing Board will delegate operational responsibilities primarily to the principal. The principal will be supported through the educational services provided by the administrative mentor (as provided in the agreement with Indiana Charters). The principal will report directly to the Governing Board. He/she will supervise the school staff and will be the point of leadership for day-to-day delivery of the educational program, for school operations, and follow through on Board policy directives and budgetary decisions regarding the operations of the school. The principal will make recommendations

to the Board regarding personnel and policy issues, be responsible for supervision and training of teachers and for directing the program of instruction.

The principal, in conjunction with resources provided by Indiana Charters, will also be charged with developing a school-wide system for continuous improvement in the educational program and will be responsible for ensuring that all students meet or exceed the expected school-wide learning results.

The teacher to student ratio will be no more than 1 to 19

Staffing Plans, Hiring, Management, and Evaluation

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts. Provide, as **Attachment 18**, any personnel policies or an employee manual, if developed.

1. We intend for our employees to be at-will employees who will sign letters of agreement. We have not yet developed our employee handbook.

2. Salary ranges and employment benefits. Salaries: Proposed average salaries:

- Principal: \$55,000
- Clerical: \$20,000
- Nine Classroom Teachers: Average \$40,000
- Two Full-time Equivalent Aides: \$18,000

Employee insurance and benefits will be provided to full-time salaried positions and are calculated at 33% of salary amounts. The average teacher salary of \$40,000 is based on the Rush County salary schedule for a teacher with a Master's Degree and five years' experience. All listed salary positions and hourly positions will ideally receive a 3% raise each year.

Staff recruitment will begin when we have our principal in place which we hope to soon. There are many talented, passionate, and highly qualified teachers currently working at Mays Elementary who have expressed interest in the charter school. Even though there are several individuals interested in working at the school, all staffing positions will be advertised, and the hiring process will be implemented.

MCA plans to retain staff members through the following methods:

- Providing a small, nurturing and positive work environment where they feel valued and appreciated
- Providing professional development opportunities free of charge
- Staff appreciation events
- Public recognition on the school website and other media for outstanding job performance

3. Recruiting and hiring the teaching staff.

All teaching staff will meet the Highly Qualified (HQ) criteria in accordance with IC 20-24-6 and the state certification requirements prior to employment. If the most qualified candidate for an area of

need does not meet the HQ criteria but does hold a current teaching license in the state of Indiana in a relevant teaching area, a temporary/emergency license will be explored and, when appropriate, secured. Any teacher on an emergency license will be expected to work toward the license in the first year in the position. Six credit hours per year will be secured to maintain the emergency license for the following year. Certification must be reached within three years of beginning the position under the emergency license. In addition to the HQ requirements, MCA believes that selecting staff is the most important decision in ensuring success for all students and the life of the school. Our intention is to have all teachers hired by June 1, 2013 so that we can have everyone present for staff development prior to the start of school.

4. School's procedures for hiring and dismissing school personnel.

MCA will conduct a careful review of each application. We will look for a candidate's alignment with our core beliefs, mission, and vision. We will invite our team of founders to interview all potential candidates. For each prospective and qualified candidate, we will:

1. Conduct a phone interview
2. Conduct a personal interview
3. Request a teaching tape
4. Request the candidate teach a lesson
5. Carefully review candidate's references (at least three)

MCA will also ask for copies of certification, transcripts, and will confirm certification with the state of Indiana. All employees will be required to provide information needed to conduct a criminal background check.

Regarding dismissal, we will first meet with the employee in question and provide detailed feedback. If concerns arise, we will create an improvement plan. If the employee is not capable of making the required improvements/changes, the person will be dismissed. In the unlikely case that early dismissal happens (e.g. prior to the end of first semester), the employee will be let go at semester's end. If problems occur later (e.g. during second semester) the dismissal will occur at the end of the school year.

5. Support, development, and evaluation of the school leader. **Attachment 19**

We will support our Principal by offering leadership opportunities through courses and professional development in order to continually improve his/her leadership skills and to encourage life-long learning. The Principal will be encouraged to join the state principals' association and other professional organizations that support leadership. As part of our contract with Indiana Charters they will provide professional support for the school leader during the first year of operation.

MCA will develop the evaluation tool prior to the start of school in the fall of 2015. The Principal will also be asked to compile a yearly self-evaluation, which will be modeled after self-evaluation tools used by colleges and universities. Finally, given the collaborative nature of the school community, the Principal will freely seek feedback from other administrators, faculty, staff, and parents on a continual basis.

6. Support, development, and evaluation of teachers. As part of an employee retention plan and to ensure continuous improvement in overall school quality, the school will philosophically and financially support faculty, staff, and administrative personnel in their continuing education, training, and professional development. MCA views teachers as lifelong learners and believes that effective professional development is systemic, sustained, reflective, and supportive of standards implementation, and therefore, the Principal will devise a professional development strategic plan with specifically targeted goals and objectives.

Teachers will be observed/evaluated regularly by the Principal using the RISE criteria for evaluation. Teachers will also be asked to complete a yearly self-evaluation, modeled after the self-evaluation tool used by the Principal. Following the observation by the Principal, both parties will meet to discuss the evaluation. **Attachment 19**

7. Handling unsatisfactory leadership or teacher performance, changes, and turnover.

Should either a teacher or administrative staff receive unsatisfactory evaluations, the following steps will be taken:

- a. Consultation and collaboration with the affected employees
- b. Maintain a balance of the school's responsibilities to safeguard employee rights while maintaining the greatest commitment to the welfare of the children
- c. MCA will use the hiring process for turnover
- d. MCA believes there will be many more applicants for positions than we have openings, so candidates will be ranked, and files kept

Professional Development

Describe the school's professional development expectations and opportunities, including the following:

1. Identify the person or position responsible for professional development.

MCA has identified the Principal to lead and be responsible for the school's professional development. MCA will choose a leader with shared views in regard to the mission and vision.

2. Discuss the core components of professional development.

Professional development should improve student learning through measurable outcomes. Research indicates that professional development opportunities have a positive impact on employee effectiveness and satisfaction, and also have a positive impact on student learning. Teacher improvement is seen in teacher collegial working, lesson planning, increasing understanding of standards and learning outcomes, increased skill in facilitation of class discussions, and colleague evaluations. MCA views professional development as a lifelong learning process that nourishes the growth of educators, both as individuals and as instructional team members, with the goal of improving skills and abilities in order to increase student achievement.

3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Date	Professional Development
June 15-26	Development of Scope and Sequence for Place Based Curriculum
July 15-17	Readers/Writers Workshop, EL, Differentiation
July 27	Teacher Orientation / Collaboration
October 19-20	TBD By Principal
February 12	Revisit Place Based Curriculum
May 23-25	Reflection and Planning for 2016-17

4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and how such time will typically be used.

During the summer, teachers will be expected to attend the two-week summer institute where they will drill down on the Indiana state standards and build the Place Based scope and sequence. They will also be expected to attend at three day intensive workshop focusing on; Differentiation, Experiential Learning, and Readers/Writers Workshop. During the first semester teachers will have a two day professional development activity to be determined by the principal. During the second semester they will have one day of professional development as determined by the principal. At the end of the school year, we will have 3 days after the students finish to reflect, evaluate and look forward with plans for the following school year

Performance Management

BSU will evaluate the performance of every charter school annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that will be incorporated into the charter agreement. The academic performance standards will consider status, growth, and comparative performance based on federal, state, and school-specific measures. The financial performance standards will be based on standard accounting and industry standards for sound financial operation. The organizational performance standards will be based primarily on compliance with legal obligations, including fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement BSU's performance standards with school-specific academic or organizational goals.

1. Educational Goals:

"Education is not preparation for life; education is life itself."

~ John Dewey

In relationship to our Mission, MCA would like to achieve the following in regard to **academic goals** and outcomes for the students we serve.

- be lifelong learners
- be passionate
- be ready to take risks
- be able to problem-solve and think critically
- be able to look at things differently
- be able to work independently and with others
- be creative
- care and want to give back to their community
- persevere
- have integrity and self-respect
- have moral courage
- be able to use the world around them well
- speak well, write well, read well, and work well with numbers
- truly enjoy their life and their work

Measures and Assessments:

The relationship between a teacher and a student is a very strong one, partially because of the school will remain small, but also because of our mission, vision, and core values. As a result, our teachers are able to assess the day-to-day growth and achievements of each student in a deep, and comprehensive manner. Every year teachers have conferences with parents in the spring and the fall, and compose extensive written reports that discuss not only the student's academic progress, but their social and emotional wellbeing. The third written report is an even more conclusive year-end evaluation. In accord with the federally mandated RtI program, MCA will use Tier 1 school-wide screenings to assess the progress of our students, and identify students at risk for school failure, both academically and socially/emotionally. The screening will also be helpful to teachers in identifying the possible areas of improvement for the general classroom. Those students needing extra attention will work in small groups with the classroom teacher or highly qualified assistant. Students who have additional social/emotional needs will have the opportunity to meet as a group with the counselor. In Tier 3, after a full evaluation, students receive the most intensive intervention by a Special Education professional. All sixth grade students will participate and complete a service learning project, centered on a subject of their choosing. The project, which will require substantial research and writing, will involve a hands-on component and will be guided by an outside mentor who is experienced in the field of study. Each student will produce a project implementation plan or portfolio and be required to present to the student body.

2. Describe any mission-specific **organizational** goals and targets that the school will have. State goals clearly in terms of the measures or assessments you plan to use.

It is the goal of MCA that:

- All teachers are proficient in placed based instruction and highly qualified educators.
- We give back to the community through service learning projects and community service.

- We offer the community artistic performances, including plays, concerts and examples of student accomplishments.
- We grow enough food in our school garden to give back to ourselves and to community organizations, such as the local food pantry
- Our students move to the next level of learning with the will, skill, capacity and knowledge to bring about positive change to themselves, others, and their community.
- We create an environment of respect, where everyone is valued and each voice is heard.
- We are transparent and are communicative with students and the families we serve.
- We create a community of teachers where everyone is supported and encouraged to teach with freedom and creativity.
- Each child leaves sixth grade as fully prepared to succeed in a rigorous high school program.
- Our budget will continue to have increased income over expenses from year to year.
- We have 60 days cash surplus in reserve by our fifth year.
- We retain 90% of our students from year to year.

Measures and Assessments for Above Goals:

Teachers will compile an annual self-evaluation that includes teaching goals they met, administrative feedback, and an overall school assessment. After fall conferences, parents will be asked to complete a survey that measures parent satisfaction and solicits ideas for change and improvement. A second parent survey will be distributed and collected at the end of every school year to measure continued parent satisfaction. MCA will collate the information gathered from the teacher self-evaluations and parent surveys and evaluate the results for improvement in the coming year. Charter schools are schools of choice; their success is reflected in the retention of students. As a measure of accountability, MCA will strive for a 90% student retention rate (excluding exiting graduates and families relocating out of area). Parents of both returning and exiting students will be asked to indicate how the MCA program has met or not met their student's expectations and/or needs. This information will be analyzed and reviewed by the Governing Board. MCA will make every effort to provide all stakeholders, especially parents, with the progress and development of the school. We will also ask that graduating students (and their parents) complete exit interviews so that we may continually improve the quality of our school. Finally, we will ask that the Governing Board provide an end-of-year evaluation that looks not only at school achievement, but at our fiscal accountability and our service to the

3. In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and state standards.

At MCA we intend to utilize the backward design method (Wiggins and McTighe, 1998), where we first look at the results we want to achieve, then plan curriculum blocks (units) and assessments accordingly. Thus in order for meaningful measurement to take place, school-wide academic goals and standards must first be established. Because student performance cannot be accurately measured if learning targets remain elusive, assessment of MCA student performance will begin with well-articulated expected school-wide learning results. These goals function as important instructional pillars, as well as observable evidence that a student has achieved success in a standards-based educational environment. They will apply to all students at all grade levels. They will be cultivated in daily classroom instruction and in a student's demonstration of learning. Student progress on these goals will be monitored using a variety of formative and summative techniques.

The design of MCA comprehensive assessment system rests heavily upon the Indiana State Standards, which will be used to identify important ideas, concepts, and skills, the attainment of which will be used to demonstrate instructional accomplishment across all disciplines and grades. Performance standards will challenge students to prove or apply content knowledge.

Before a lesson or unit is taught, the school will pose the question, "What evidence must be collected from students in order to demonstrate their knowledge and proficiency on the standards?" Once this question has been posed, the assessment will be designed and the scoring criteria developed. Keeping the desired outcomes in mind, the teacher will then be ready to plan and sequence the learning activities. Assessment will inform instruction, culminating in the creation of unique projects, exhibitions, and overall higher student achievement. Teacher observation of student learning outcomes will be emphasized in the lower grades, and class tests will be employed in the four higher grades. The latter will provide the background knowledge used as evidence for the rating scale on rubrics.

Multiple Measures of Interim Assessments:

Employing multiple measures of standards-based assessment is important if we are to successfully measure the depth and breadth of what students are learning. In addition to providing a more complete and accurate representation of student achievement over time than is possible with a single measure of assessment, the use of multiple measures also serves to ensure that instruction does not focus on a single test or a narrow set of learning styles. Specific elements of the MCA's assessment plan will be individually described below.

Assessment as Part of Instruction:

Assessment as part of instruction is one of the most important and powerful tools the teacher possesses, because it engages the students and the instructor in a formative, frequent, and ongoing process that enhances learning. Accordingly, MCA will develop a variety of authentic assessments that are part of the instruction and that challenge students to prove standards proficiency. These internal assessments will be rigorous, relevant, and reliable. They include, but are not limited to:

Portfolios:

Portfolios help students generate and demonstrate a broad view of their skills and accomplishments. A student portfolio will contain collections of a student's work from across the disciplines, and will be assembled over time to show growth and the student's best work. Learning products will be accompanied by thoughtful reflections to facilitate metacognition.

Rubric-Based Teacher Assessments:

Rubrics will be designed to establish clear assignment and course expectations and to provide specific and timely feedback to students. Three times each year, teachers will evaluate student performance using these rubrics, which track individual student progress in regard to specific skills and knowledge content. Teachers will meet with parents to discuss student progress at designated conference times. Any student who is not progressing as expected will receive further focus through teacher/administrator meetings specifically designed for this purpose. Internal Diagnostic Tests. Internal diagnostic tests will be given throughout the year. Instructional changes will be made based on diagnostic findings. In addition to providing information necessary to adjust curriculum offerings, diagnostic testing will be a means to chart students' increased standards-proficiency over time. The

selection and where appropriate, adaptation, of these diagnostic tests will be made collegially by the instructional staff. Best Instructional Strategies. Research-based instructional strategies will be used to challenge students to think at higher-levels and show acquired knowledge and skills (Marzano, 2001). Example strategies include:

- Effective questioning techniques
- Summarizing and note-taking
- Collaborative work
- Non-linguistic representations of key concepts and vocabulary

4. Academic progress, measurement and evaluation:

MCA students will be assessed using formative and summative assessments, a variety of alternative assessments, and the required assessments, such as ISTEP+, IREAD-3, NWEA, and ECA. Both formative and summative assessments are imbedded in our place-based curriculum. For example, teachers observe students daily in the morning circle and when appropriate, take anecdotal notes regarding any notable needs a child might have or significant gains/improvements. Formative assessments will be taken on students' daily work in mathematics and language arts.

We will hold parent/teacher conferences in both the fall and spring, where anecdotal evidence will be presented, student portfolios, and student performance on end-of unit exams explained. Three progress reports in narrative form with notations will be disseminated to parents/guardians during the course of the school year. These reports will document student progress in relation to the specific State Standards and Common Core Standards as they align to the curriculum. At the end of each year, teachers will provide parents with an extensive, criterion-based written report detailing the student's level of success. These reports will be accompanied by assessment rubrics so parents receive both a quantitative and qualitative measure of their child's development. The Principal will be responsible for collecting and analyzing student achievement data. The state mandated tests in language arts, mathematics, and other mandated subjects will be administered annually, in compliance with federal and state requirements. Since individual results on this assessment will be reported back as student performance levels, MCA will use this data to identify students' proficiency on grade-level standards. MCA teachers and instructional leaders will then be better equipped to make key decisions regarding individual students, as well as school-wide programs and courses. The data will be used in tandem with other evidence from our multiple assessment program to design appropriate support systems for students who need supportive instruction, remediation, or enrichment. Results from state achievement tests will also be used to set individual student goals as well as school-wide goals.

5. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

The Principal or designee will be responsible for managing the data, interpreting it for classroom teachers, and

6. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

All founding staff members will receive PLC (professional learning community) training during teacher orientation. The training will focus on learning the tools and processes for making meaning out of academic data, looking collaboratively and critically at student work that does not meet standards, and working together to help each teacher revise lesson planning, instructional strategies, and assessments to improve student achievement. The Principal or outside consultant will address faculty meetings

providing ongoing professional development in collaboratively looking at and assessing work, interpreting student work in the context of necessary interventions for student academic improvement, analyzing student academic test data, and leading conversations about relevant professional texts on student academic performance. The MCA Founders Group believes that the best professional development for educators takes place in learning communities. At MCA the Learning Communities will help members develop new strategies, implement new curriculum, create new common academic assessments, and learn from observing each other's practices.

7. Corrective Action:

The founding members of MCA came together because they feel that they can create a great school. MCA fully expect the curriculum and instructional strategies to produce great results. However, if at any time the data supports evidence that the proposed curriculum or instruction is not effective, MCA will take immediate action to correct it. Potential actions include:

School-wide level:

If we are not successful on a school-wide level, we would look to determine if it is our curriculum or our instructional strategies that are falling short. We would continue to research the most current best practices in reading, writing, math, science, and social studies and modify our curriculum and/or instructional strategies to ensure students are successful.

Classroom level:

If we are not successful on a classroom level, then we would first look at the practices taking place in that classroom (i.e., the teacher). If it appears a teacher is not effective, the Educational Director will implement an improvement plan. The teacher will be observed, given feedback, and supported to the fullest extent to ensure steady improvement. The amount of time that a teacher is given to improve will depend on the initial struggles. If at the end of the improvement plan timeline the teacher is still not making gains, the teacher will be removed from the position.

Individual student level:

When an individual student is not successful, the Response to Intervention (RTI) team will convene to identify the struggles and name the interventions necessary. The interventions will depend on the student's needs. The interventions could be behavioral, academic, or social. If, after the interventions are in place, the student continues to struggle academically or behaviorally, the RTI team will reconvene to evaluate the current interventions and identify next steps. The team may propose additional interventions or they may refer a student for an educational evaluation. Corrective actions could be triggered many ways. If a student, or group of students, is not performing well on an assessment we would assess necessary actions to improve results. If multiple students in one class are not performing well, we would investigate if it is related to teacher effectiveness or if it is an anomaly with that particular group. The Principal is ultimately responsible for overseeing that the necessary changes take place either school-wide, in a classroom, or on an individual level.

Facilities

1. N/A
2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district.

Attachment 20 N/A
See attachment 21 for floor plans

Start-Up & Ongoing Operations

1. Provide, as **Attachment 22**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals.
2. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

MCA will contact the School Board of Rush Community School Corporation for assistance, as bus routes will run by the school on a regular basis. The corporation currently provides transportation for the private schools in the area. MCA will explore recent legislative changes that allow charter schools and school corporations to contract for services.

Transportation for field trips and/or athletic events will be provided by the contracted provider.

With the assistance from our ESP, MCA will seek transportation services from a provider that participates in all state and federal school bus safety regulations.

3. Provide the school plan for safety and security for students, the facility, and property.

Facility Safety

- The building will be equipped with a complete security system that monitors all external doors and contains motion detectors.
- All doors, except for the main entrance, will be secured (locked with appropriate signage for where to enter) during the school day.
- The main entrance will serve as the only access point during the school day. All who enter will proceed to the front desk staff for sign-in, identification check if appropriate, and a nametag.
- Entry after the front desk closes each day will occur through a phone call to a staff member for entry.
- A sign-in sheet for staff working outside of typical school times will be kept at the alarm keypad.
- A closing procedure that will include:
 1. Check the security of every external door
 2. Sweep all spaces
 3. Announcement of departure
 4. Setting the alarm
- Safety procedures will be taught to all students and staff to ensure smooth implementation in the case of an emergency. Security of equipment/technology
- Any portable item (e.g., laptops, tablets) of significant value will have locked storage available.
- The locked storage will be used for all items, which will be inventoried daily and at the end of each school year.
- Only identified adults (e.g., staff, specific volunteers) will have access to the locked storage.
- Any missing items will be reported to the administrative staff as soon as there is an awareness that the item is missing. Security of Student and Human Resources Records
- All student records will be kept in a main, locked file cabinet in a locked space (closet or office).

- Assigned office staff may add to, copy as needed according to FERPA, or review without documentation.
- Staff may sign-out students files for a period of 24 hours at a time, with the understanding that they must be directly supervised or kept under lock and key. These files may not be taken out of the school building.
- Parents may review their child's file, according to FERPA regulations.

Staff Training

- Staff will receive professional development in safety procedures, and in how to be constantly aware of adults, students, and their surrounding space.

4. Provide, as **Attachment 23**, a list of the types of insurance coverage.

Operations Capacity

Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following:

- **Staffing;**
The primary responsibility of staffing will be given to the principal of the school. The board however, will hire the principal. Many of the board members have had extensive human resource experience and will utilize their expertise to recruit, interview, and hire the best candidate to serve as school principal.
- **Professional development;**
Professional development will be facilitated by the principal (yet to be hired). The principal will develop and execute the professional plan. The principal will be responsible for follow-up and assessment of the plan.
Indiana Charters will assist in providing some of the curricular work during the summer professional development.
- **Facilities:**
The person on the board most qualified to oversee facilities is Greg Jarman. He is the owner/CEO of Broad Band Networks. He has extensive experience in negotiation and contract agreements.
Indiana Charters has been working to date to help facilitate the acquisition of the school building.
- **Performance management and general operations:**
The principal (yet to be hired) will have the following qualifications: No less than three years' experience as a school principal or assistant principal; extensive experience filing reports to federal, state, and local agencies; extensive experience collecting, analyzing, interpreting and managing student academic achievement data; extensive experience working with families in a school setting; and extensive experience in grant writing. The candidate will also have experience in supporting teachers to use creativity and innovation in their classrooms.

Fred Smith Jr., a board member is a retired principal with a lot of experience to help support the administrative staff.

Indiana Charters will handle preparing purchase orders, bank deposits, payroll; balancing and managing the budget; filing paperwork with proper agencies; overseeing health and safety requirements; and coordinating documentation for personnel matters.

Applicants should describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

MCA Board has contracted the services of Alexandria Curlin, JD as council to assist in facilities acquisition and management.

Section 3. Budget and Financial Plans

Financial Plan

No page limit for budget narrative, include as Attachment 25.

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

MCA intends to contract with Indiana Charters to establish accounting, purchasing, and payroll processes. Indiana Charters' approach is to assist the school in finding the best possible administrative staff prior to start-up. Depending on the skills of the individuals the school hires, accounting processes will be customized to take best advantage of the on-site staff.

Regardless, all processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions or to provide training and oversight to school staff.

Software, forms, and all components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be property of Seven Oaks. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board.

Indiana Charters will assist Seven Oaks in the selection of a qualified CPA firm to conduct the annual audit and prepare appropriate non-profit informational tax returns.

2. Describe the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Indiana.

The State Board of Accounts is the state agency, designated by legislation, with responsibility for the audit of public funds received and disbursed by public offices and officers, state offices, state institutions, and any other entities receiving or disbursing public funds. As part of the annual audit MCA will contract with a private examiner to conduct an annual/biennial audit. The auditor selected to perform the annual audit shall be required to complete the financial audit, the compliance audit and, if applicable, the OMB circular A-133 audit.

MCA will plan on using the firm of Fitzgerald and Isaac to perform it's annual audit.

ATTACHMENT 1

Leadership Team and Governing Board Resumes and Biographies

Deanna R. Disney

Phone: 317.430.2485 ~ email: DisneFamily@myomnicity.com

OBJECTIVE

To secure a position that would maximize my management skills, training experience, education and professional background for growth potential within the company and to facilitate positive office communication.

EMPLOYMENT HISTORY

Broadband Wireless/Omnicity
Senior Sales Representative

01/10 to present

- Respond to customer inquiries regarding internet service. Determine expectations, analyze their needs and qualifications and offer the best possible product.
- Sale the benefit of our product verses other products and companies in the marketplace.
- Build calling list and scripts for night-shift calling campaigns.
- Document the details discussed with the customer in the lead so all parties communicating with the customer has a history of the conversation.
- Follow-up on returns ISS results and set-up service for a new client
- Monitor trends in areas where service is needed and/or where customers have canceled to help determine our plan of action.

Rush County Schools
Substitute Teacher

04/08 to 01/10

- Responsible for the day-to-day lesson plans and management of the classroom schedule during the teacher's absence.

VekStar, Inc
Campaign Manager

03/06 to 08/07

- Assigned and monitored the schedule for staff and business clients for daily, weekly and monthly performance
- Built and analyzed campaigns, databases, scripts and calling lists for business-to-consumers and business-to-business clients
- Supervised a team of five dialer operators and quality control personal
- Assisted with management and training for the inside sales staff of 45 to 90 employees
- Point person for client relations concerns regarding leads and performance

- Analyzed, managed and reported on the data performance for 45-60 clients on a weekly basis for campaign profitability and cost effectiveness
- Translated business requirements into analytical specifications, performing analysis/models, translating results into actionable recommendation and present findings to Executive Management
- Researched and communicated issues regarding past and current market trends for our product, increased sales per hour from 0.9 to 1.3 within a 12 month period.
- Loaded, reviewed, and interpreted the quality of the data and areas for improvement, also created new data list based on results to increase cost effectiveness of campaigns
- Interviewed, hired, trained and supervised 35 inside sale representatives

EDUCATION

University of Evansville	Evansville, IN
<ul style="list-style-type: none">• B.S. Mass Communications focus Public Relations• Student Congress Member of the Year• Finance and Budget Committee	
Harlaxton College	England
<ul style="list-style-type: none">• Study Abroad Program – Harlaxton College, Grantham, England• Student Government President - Fall Term• Dean's Award	
Culver Girls Academy	Culver, IN
<ul style="list-style-type: none">• High School Diploma• Indianapolis Culver Club - Alumni Association President 2004-2007	

SUMMARY OF SKILLS

- Extensive practical hands-on experience with several software programs, including Microsoft Word, Excel, and Access
- Motivated in developing interoffice and client-based relations
- Analytical and detail oriented with superb multitasking skills
- Effective working independently or as a cooperative team member
- Strong work ethic
- Type 70+ WPM

Deanna Disney's Bio

Deanna Disney is a Rush County native; raised in northern Rush County. She attended Mays Elementary School, Benjamin Rush Middle School, and attended a private boarding school, Culver Girls Academy, where she graduated high school in 1993. She graduated from the University of Evansville in 1997 with a Bachelor Degree in Mass Communication.

Upon graduation Deanna moved to Indianapolis, Indiana and accepted a position with Resort Marketing International, a subsidiary of Prime Mortgage, until January 2000. While at RMI, Deanna worked in several capacities from Inside Sales, Executive Assistant to the President and Assistant Marketing Director. Deanna began her career with Innovative Marketing Consultants in January 2000 upon the sale of RMI's to IMC. She held the position of Production Manager, managing data, scripting, schedules, lead processes and co-managed a call center staff of 40. After a six year career with IMC, Deanna moved to VekStar, Inc. as their Campaign Manager. She was responsible for data, loading, scripting and managed an operations team of five employees. The operations team ran all aspects of the dialer system and lead generation for a call center with a max capacity of 96 representatives

In 2002 Deanna and her husband Harold moved back to Rush County. In August 2007, Deanna left the workforce to focus on the adoption of her son. Deanna and her husband adopted their son, Maximus, in December 2007. To have more time at home, Deanna became a substitute teacher with the Rush County School Corporation for 2.5 years. She subbed for all public schools in Rush County, but found most of her time devoted to subbing in the elementary schools.

In 2010, Deanna went back to full time work at BBN Wireless/Watch Communications and has worked her way up to the Senior Sales Representative. She handles residential and business clients regarding their internet connectivity, emails and internet security.

Nansi Ann Custer
2028 East 800 North
Rushville, IN 46173 US
Phone: 765-969-2215

Email: ncuster@bbnwireless.com

U.S. Department of Homeland Security/FEMA
500 C Street SW
Washington, DC 20472 US

12/2005
– to
present

Mobile Communications Vehicle Operator

Mobile Communications Vehicle Operator

Competencies/Duties:

- *Operation of a 43' Mobile Communications Office Vehicle.
- *Operation of a mobile satellite system providing voice and data communications capability in the field of operations.
- *Ensure that satellite systems are operational and resolve any connectivity, hardware or software issues.
- *Researching project/mission information, site selection, work site health and safety.
- * Organization of Incident operations (i.e., geographical, functional or a combination of both)
- * Analyzing special safety considerations or hazardous situation.
- * Working knowledge of Incident Command System (ICS)
- * Use of personal protective equipment.
- * Adhere to and promote Security Procedures/Implement Workplace Safety.
- * Generate alternative solutions or strategies to address problems/issues.
- * Practice effective and appropriate interpersonal communication and team behavior.
- * Maintain a high standard of ethics and integrity.
- * Demonstrate sensitivity to cultural diversity, race, gender, disabilities, sexual orientation, and other individual differences in accordance with the Under Secretary of Homeland Security's nondiscrimination policy.
- * Coordinate activities to achieve project goals, budget, action plans, and establish a strong culture of teamwork within the program.
- * Serve as a custodial property officer for government assets.
- *Facilitate replenishment of consumable and expendable property.
- *Perform/coordinate maintenance and or contract with vendors, in accordance with established guidelines for the vehicle, satellite, and supportive equipment and resources.
- *Provide communication and support to our partner agencies, local, state, and tribal governments.
- *Completion of multiple training classes, including FEMA, EEO Supervisor Course.
- ** EEO Supervisor Course consisted of :
 - Title VII of the Civil Rights Act of 1964
 - Equal Pay Act of 1963
 - Age Discrimination in Employment Act of 1967
 - Rehabilitation Act of 2008
 - Genetic Information Nondiscrimination Act of 2008
 - Notification and Federal Employee Antidiscrimination and Retaliation Act of 2002.

- * Implemented mitigation, response and recovery projects.
- * Developed and Implemented continuity of operations plans (COOP) for government and private agencies within the county.
- * Developed and implemented work place safety/security protocols for the county courthouse, as well as remote security for polling places throughout the county.
- * Developed and established protocols and SOP's for emergencies/evacuations for county court house.
- * Coordinated Response and Recovery programs with State/FEMA on 3 declared disasters during my tenure.
- * Coordinated all phases of emergency management, public and private.
- * Developed partnerships with local agencies, private and not for profit organizations to plan and coordinate disaster operations plans for our county.
- * Developed, facilitated and administered multiple Federal and State grant programs to obtain funding for our emergency management/homeland security program, as well as grants for our emergency services partners in the county.
- * Provided training and workshops to private and public agencies on emergency operations, work place safety and security.
- * Served as a member of the Rush County Schools Crisis Management Team.
- * Served on the Local Emergency Planning Committee, for hazardous materials mitigation, response and recovery planning and exercises.
- * Partnered with the Rush County Health Department in the development and implementation of Pandemic Emergency Plan.
- * Partnered with the National Weather Service to provide "Trained Spotter" classes for local community.
- * Partnered with the American Red Cross to provide CPR training for the public and emergency responders.
- * Provided educational training on severe weather emergencies, as well as conducted on site emergency fire/tornado drills for teachers and students at our local schools.
- * Trained Rush County School Corporation staff, local Boy Scouts of America, and local Girl Scouts of America in "Live Burn" use of fire extinguishers, and how to properly put out a small contained fire.
- * Provided training in Health and Safety to Boy Scouts and Girl Scouts so they could complete badge requirement.
- * Facilitated and administered a grant to purchase AED's for our Rush County Senior Center and Rush County Courthouse.

Appointed 911 Coordinator, Rush County, Indiana
January 2001 – December 2006

- * Served as the 911 coordinator for Rush County.
- * Developed and Implemented new and revised 911 call center dispatch SOPs as approved by the Board of Commissioners.
- * Partnered with Verizon to maintain our 911 dispatch center functionality.
- * Partnered with local law enforcement, fire and emergency medical services on upgrading to enhanced 911 Dispatch for the county.
- * Facilitated by grant process funding to train Emergency 911 Dispatchers in Emergency Medical Dispatch Certification.
- * Facilitated and administered Federal grant processes in partnership with IDHS and U.S. Department of Homeland Security/FEMA on design, construction, and implementation of 800Mhz radio system for inter operable communications.
- * Filed and maintained radio licenses for the county with the FCC

Education:
Rush County Schools Rushville, Indiana
High School Graduation, 06/1985

Emergency Management Institute Emmitsburg, MD US
Multiple Certifications

Relevant Coursework, Licenses and Certifications:

Girl Scouts of America - Former Troop Leader, 2004 - 2008
Indiana Volunteer Firefighters Association - member, 1985 to present
Alex Workman Memorial Fund for Autism - Board member/ providing grants for autistic and special needs children in Rush County Indiana

References:

Name	Employer	Title	Phone	Email
(*)MaryAnn Beard	Rush County Indiana	Rush County Auditor	765-561-3987	marandruss@frontier.com
(*) Doyce Rich	Strategic Resources Inc	Telecommunications Administrator	765-748-6516	doyce.rich@us.army.mil

(*) Indicates professional reference

Additional Awards for Service:

Awarded "25 years of distinguished service" by the Indiana Volunteer Firefighters Association 2010

****Examples of additional combined specialized experience as related to my work at FEMA, Rush County Emergency Management Director and the Raleigh Fire Department include:**

Managing safety or occupational health standards, regulations, practices, and procedures to eliminate or control potential hazards.

- Developing and recommending safety and occupational health policy to higher levels of management.
- Applying safety and occupational health laws, regulations, principles, theories, practices, and procedures to advise on or resolve technical matters dealing with occupational safety and health requirements.
- Developing safety and occupational health standards, regulations, practices, and procedures to eliminate or control potential hazards.
- Developing or implementing programs to reduce the frequency, severity, and cost of accidents and occupational illness.
- Analyzing or evaluating new and existing jobs, processes, products, or other systems to determine the existence, severity, probability, and outcome of hazards.
- Designing or modifying workplace, process, products, or other systems to control or eliminate hazards.
- Inspecting or surveying workplace, process, products, or other systems for compliance with established safety and occupational health policies or standards and to identify potential new hazards.
- Training of workers, supervisors, managers, or standards and to identify potential new hazards.
- Training of workers, supervisors, managers, or other safety and

Nansi Custer

Nansi is a native to Rush County, Indiana.

Nansi started her career in 1985 after high school graduation and began working for her family's electrical contracting business Custer Electric. Nansi's duties consisted of installation of sports lighting facilities, construction of underground primary service, and high platform installations.

In addition to her full time job with Custer Electric, Nansi also continued her family's dedication to community service by joining the Raleigh Fire Department in 1985.

Nansi has served on the volunteer department for almost 30 years, where she serves as the Assistant Chief at Station 1, as well as being an certified Emergency Medical Technician.

1998 – 2008 Nansi was appointed by the Rush County Board of Commissioners to serve as the Executive Director of the Rush County Emergency Management Agency where she developed and implemented Emergency Operations Plans, served as the Rush County 911 coordinator, and managed Rush County's applications and Disaster Declarations during 3 separate Federally Declared Disasters.

Nansi additionally began working for the United States Department of Homeland Security / FEMA in 2006. Nansi has responded to federally declared disasters all over the United States. Nansi is part of the Disaster Emergency Communications Division, which establishes secure voice and data communications for federal agencies, and has responded to such disasters as hurricane Ike, California wildfires, flooding in Georgia, Henryville, IN and West Liberty, KY tornados.

Nansi resides in the Mays, Indiana community where she is very active within the community. She is a past Brownie and Girl Scout Leader, and 5th and 6th grade girls basketball coach at Mays Elementary School.

Carissa L Williams, EA

9119 N Raleigh Rd ■ Rushville, IN 46173 ■ Phone: 765-561-0582 ■ Email: kwilliams@smileycpa.com

Career Goal: Tax Manager / Sr. Accountant / Sr. Tax Accountant

Dedicated accountant with twenty-three years of experience working in the income tax and public accounting field. Expert in streamlining office procedures, business and individual income tax planning and tax strategies as well as Corporate, Partnership, Individual, Gift, Estate and Trust tax preparation; and lasting business relationships to ensure goal-surpassing fiscal performance. Computer skills include proficiency in Creative Solutions, Excel, QuickBooks, MS Office, website administration, and office system administration.

Education

Associates degree in Accounting, 10/1991; 4.0 GPA Honors Program Graduate

Experience

JANE SMILEY CPA, INC — RUSHVILLE, IN

Senior Tax Accountant, 5/2001 to Present

Hired as Senior Tax Accountant to prepare tax returns and manage the tax department of the firm, as well as review the tax preparation work of support staff. I have also been responsible for the preparation of the Indiana Personal Property Tax Assessment Forms, preparation of live payroll, monthly and quarterly payroll tax deposits and returns, client income tax planning, financial statement preparation, on-site client accounting and computer support, general management consulting, firm marketing, staff training, in-house petty cash management, and support in strategic planning for the firm.

I currently service around 450 business and individual tax clients annually, and provide required income tax planning for a large number of business and farm tax clients. Experience in IRS representation for numerous clients and litigation support are also areas within my scope of practice.

Key results:

- Built a finely tuned and efficient income tax department, fostering a collaborative environment that improved productivity, individual accountability and team morale
- Revamped in-house information review procedures to improve the turn-around time of client work and services
- Researched the usefulness of software and value of the services provided by the software in order to reduce overhead costs within the office
- Built key client / office relationships in order to insure the continued satisfaction of "A" clients
- Maximize productivity and billable rate/hour ratio

MARTIN, POTTS & ASSOCIATES – RUSHVILLE, IN

Tax Accountant, 1/2000 – 5/2001

Performed general tax and accounting functions

Payroll support and preparation of payroll reports

Maintained client contact within a multi-location accounting firm

Not-for-profit audit work with outside accounting firm

Left this position due to office closure

Carissa L Williams, EA

9119 N Raleigh Rd ■ Rushville, IN 46173 ■ Phone: 765-561-0582 ■ Email: bandk95@gmail.com

Career Goal: Tax Manager / Sr. Accountant / Sr. Tax Accountant

Dedicated accountant with twenty-three years of experience working in the income tax and public accounting field. Expert in streamlining office procedures, business and individual income tax planning and tax strategies as well as Corporate, Partnership, Individual, Gift, Estate and Trust tax preparation; and lasting business relationships to ensure goal-surpassing fiscal performance. Computer skills include proficiency in Creative Solutions, Excel, QuickBooks, MS Office, website administration, and office system administration.

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- Built key client / office relationships in order to insure the continued satisfaction of "A" clients
- Maximize productivity and billable rate/hour ratio

MARTIN, POTTS & ASSOCIATES – RUSHVILLE, IN
Tax Accountant, 1/2000 – 5/2001

Performed general tax and accounting functions
Payroll support and preparation of payroll reports
Maintained client contact within a multi-location accounting firm
Not-for-profit audit work with outside accounting firm

Left this position due to office closure

KEMPER CPA GROUP – CONNERSVILLE, IN
Staff Accountant, 11/1997 – 12/1999

Performed general tax and accounting functions
Payroll support and preparation of payroll reports
Work with Community Foundation on various fund accounting processes
Training of new staff accountants

Left this position for career betterment

* ROBERT C WINTERS PROF. CORP. – CARTHAGE, IN
Staff Accountant, 11/1991 – 3/1996

Performed general tax and accounting functions
Payroll support and preparation of payroll reports

Left this position for birth of child

References available upon request
Salary and benefits package negotiable
Would be interested in partial telecommute opportunity

Carissa Williams's Bio

Carissa Williams is a Rush County native; raised in Rushville. She attended Rushville Elementary School, Benjamin Rush Middle School, and Rushville Consolidated High School, where she graduated high school in 1990. She holds an Associates Degree in Accounting and is an Enrolled Agent licensed to practice before the Internal Revenue Service.

Mrs. Williams has lived in Rush County her entire life. She began her professional career in 1991 working as an accountant. The professional experience of Mrs. Williams has included full bookkeeping, payroll services, income tax consulting and income tax preparation of both business and individual clients. Additional proficiencies include computer and software consulting and support. She is currently an Enrolled Agent and Vice President of JANE SMILEY CPA, INC. where she is the Senior Tax Account and supervisor of the Tax Department.

Carissa and her husband Brian are the parents of two children. Morgan, age 21 and Brandon, age 18. Both Morgan and Brandon attended Mays Elementary, Benjamin Rush Middle School and are graduates of Rushville Consolidated High School. Morgan has just earned her degree from Indiana University East. Brandon is preparing for enrollment in college in the fall of 2015.

David H. Doyle
1208 North Perkins Street
Rushville, Indiana 46173
Ph: 765 932-5365
e-mail – fddoyle@frontier.com

EXPERIENCE: 2008- present Retired

Jan. 2007- 2008 Interim professor at Anderson University, Anderson, Indiana (directed two choirs, taught secondary choral methods & advanced conducting) Dr. Richard Sowers took a sabbatical leave for the spring semester.

2001-present Artistic Director – Rush County Chorale, Rushville, Indiana

1989-1994 Artistic Director – The Masterworks Chorale, Muncie, Indiana

1980-2006 Choral Director/Corporation Music Coordinator, Rush County Schools, Rushville, Indiana

1978-1980 Executive Director – Southgate Community Services Incorporated (a social service agency for elderly, handicapped, and low income families and individuals) Vincennes, Indiana

1976-1978 Choral Director – Avon High School, Indianapolis, Indiana

1975-1976 Applied Voice Teacher – Webster College, St. Louis, Missouri

1974-1976 Graduate Fellow – Southern Illinois University, Carbondale, Illinois

1972-1974 Choral Director – Haworth High School, Kokomo, Indiana

1970-1972 Choral Director – Rochester High School, Rochester, Indiana

1969-1970 Graduate Assistant – Indiana State University, Terre Haute, Indiana

1968-1970 Adjunct Faculty – St. Mary of the Woods College, Terre Haute, Indiana

EDUCATION:

Indiana State University, Terre Haute, Indiana

1965-1969 – B.S. (Music Education)
1969-1970 – M.S. (Music Education)
Southern Illinois University, Carbondale, Illinois

1974-1976 – M.M. (Applied Voice & Opera)
Indiana University, Bloomington, Indiana

1978-1980 – (Private vocal study with Margaret Harshaw)
Ball State University, Muncie, Indiana

1984-1991 - (Completed all classroom, recital, written and preliminary oral exam requirements for a D.A. I did not write a dissertation, so I did not complete the degree.)

PERFORMANCE EXPERIENCE:

Appeared as a tenor soloist with the following:

Indianapolis Symphony
Saint Louis Symphony
American Kantorei – Saint Louis
Terre Haute Symphony
Muncie Symphony
University Symphony Orchestras:
Indiana University
Ball State University
Southern Illinois University at Carbondale
Indiana State University
Anderson University

Some opera roles performed:

Rodolfo – La Boheme
The Chavalier Des Grieux – Manon
Tonio – Daughter of the Regiment
Prince Ramiro – La Cenerentola

Musical Theatre Roles performed:

El Gallo – The Fantasticks
Billy Bigelow – Carousel

Appeared as tenor soloist with following conductors:

Margaret Hillis
Robert Shaw
Roger Wagner
Robert Bergt

TEACHING & PERFORMANCE AWARDS:

Graduate Assistantship – Indiana State University - 1970
Outstanding Graduate Student in Music – Indiana State University – 1970
Graduate Fellowship – Southern Illinois University at Carbondale – 1974
Winner in the Illinois Region of the Metropolitan Opera Auditions – 1976
Winner of Concerto Auditions – Ball State University – 1985
Dehaan Foundation Award Winner – (recognition of outstanding teachers in Indiana. - 1991

Awards received during my tenure at Rushville Consolidated High School: (1980-2006)

Rush County Teacher of the Year – Given by the local newspaper in Rushville. I was the first recipient – 1993

ISTAR Educator Award – Selected by the valedictorian of the graduating class to honor the teacher who inspired and influenced them the most in their 12 years of education. Award was initiated in 1992. I was the recipient in 1992,1994,1996,1997,1999,2001,2002,2003,2004,2005, 2006, 2007, & 2008

WRTV Teacher of the Week – 1991 (nominated by colleagues & students)

Indianapolis Star Academic All Stars – Sponsored by the Indiana Assn. of School Principals, the Indiana Department of Education, and the Indianapolis Star. I was chosen by Mr. Nathan Hedrick as the school employee who most influenced his academic career. – 2005

Rush County “Citizen of the Year” – Sponsored by the Rush County Indiana Chamber of Commerce. – 2000

PERSONAL INFORMATION:

Date of Birth: August 9th, 1947

Marital Status: Married in 1970 to Frances Ogle
Two children – Katherine Ann – born 2/9/78
Erin Elizabeth – born 2/1/80

GENERAL INFORMATION:

Adjudicator, Clinician, & Guest Conductor (Indiana, Ohio, Kentucky, & Illinois)

Coached the following sports at the high school level: baseball, track, cross country, and golf. I was also the advisor for our chapter of the Fellowship of Christian Athletes

Ruling Elder – First Presbyterian Church, Rushville, Indiana

Shannon Cagle Dawson

Multimedia Project Manager/Content Producer

rdawson@lightbound.com

(317) 501-2105

Bachelor of Science in Radio/TV, Butler University, 1986

January 2013 – Present:

Education content/energy e-newsletter producer (part-time) for Inside INdiana Business with Gerry Dick

April 2005 – Present:

Freelance television producer/writer for WFYI Public Media

April 2014 – Present:

“No Limits” live radio talk show producer for WFYI Public Media

2012 – Broadcast producer for live statewide gubernatorial and US senatorial debates for Indiana Debate Commission

1995 – Present:

Adjunct Professor, Butler University – JCFA/College of Communication, teaching Television News Producing and Writing for the Electronic Media

April 2005 – Present:

Additional freelance work for LookSmart Media, Innovative Productions, Barada & Associates, Rush County Schools

February 1991 – April 2005:

WISH-TV - News Producer, including all newscasts, news specials, field producing, live news events, live 500 Festival Parade broadcasts, creation of two self-hosted on-air franchises, intern management, anchor assistance

1989 - 1990: WTTV-TV, Indianapolis, executive news producer, backup weather anchor

1987 - 1989: WSLs, Roanoke, VA, executive news producer, backup weather anchor

1986 - 1987: WYOU-TV, Scranton, PA, general assignment reporter, news producer, editor

Professional memberships:

- Indiana Debate Commission board, January 2015
- National Academy of Television Arts and Sciences
- INF-BPW (Business and Professional Women)

Volunteer efforts/honors:

- WFYI Public Media televised pledge drive talent
- Tri Kappa chapter president, state province officer
- Rush Memorial Hospital Foundation board member/office holder
- March of Dimes IN, Central Division & State Board Communications
- Indiana Associated Press Broadcast Association - former member and board president, panel host
- Hoosier Harvest Market, Indiana Food Hub – communications consultant
- Emmy – Best Newscast, WISH-TV; VA Assn of Broadcasters, Best Newscast; Indiana Society of Professional Journalists, Best Health Documentary – Lead Paint Poisoning
- Indiana Working Woman of the Year, 2010 – Indiana Business & Professional Women (BPW)

Recent content productions:

Energy Systems INPower Newsletter – stories include Electric Bus, Solar Farms, Energy Jobs, Energy Storage: <http://www.insideindianabusiness.com/inpower.asp>

The Lingnan Spirit: Education for Service - <http://www.wfyi.org/programs/the-lingnan-spirit-education-for-service/television/the-lingnan-spirit-education-for-service>

NUVO cover story – Death of a Newsman - <http://www.nuvo.net/indianapolis/about-a-suicide-the-passing-of-rick-dawson/Content?oid=2769283>

MATHEMATICS: GRADE 3

The Mathematics standards for grade 3 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 3 are made up of 5 strands: Number Sense; Computation; Algebraic Thinking; Geometry; Measurement; and

Data Analysis. The skills listed in each strand indicate what students in grade 3 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 3
3.NS.1: Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.
3.NS.2: Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols.
3.NS.3: Understand a fraction, $\frac{1}{b}$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, $\frac{a}{b}$, as the quantity formed by a parts of size $\frac{1}{b}$. [<i>In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.</i>]
3.NS.4: Represent a fraction, $\frac{1}{b}$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $\frac{1}{b}$ and that the endpoint of the part based at 0 locates the number $\frac{1}{b}$ on the number line.
3.NS.5: Represent a fraction, $\frac{a}{b}$, on a number line by marking off lengths $\frac{1}{b}$ from 0. Recognize that the resulting interval has size $\frac{a}{b}$, and that its endpoint locates the number $\frac{a}{b}$ on the number line.
3.NS.6: Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line.

3.NS.7: Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model).
3.NS.8: Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model).
3.NS.9: Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100.

GRADE 3
3.C.1: Add and subtract whole numbers fluently within 1000.
3.C.2: Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal
3.C.3: Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division.
3.C.4: Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each).
3.C.5: Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 =$
3.C.6: Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10.

GRADE 3
3.AT.1: Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.2: Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.3: Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).
3.AT.4: Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations.
3.AT.5: Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
3.AT.6: Create, extend, and give an appropriate rule for number patterns using multiplication within 1000.

GRADE 3
3.G.1: Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder.
3.G.2: Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.G.3: Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes.
3.G.4: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$).

GRADE 3
<p>GRADE 3</p> <p>3.M.1: Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).</p> <p>3.M.2: Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.</p> <p>3.M.3: Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes.</p> <p>3.M.4: Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a</p> <p>3.M.5: Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>3.M.6: Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>3.M.7: Find perimeters of polygons given the side lengths or by finding an unknown side length.</p>

Third Grade Standards Pacing Guide

Week	S	Description
1	Aug. 27-31	<ul style="list-style-type: none"> ✓ Review types & uses of numbers ✓ Introduce the Math Message routine and review patterns on number grids ✓ Introduce <i>Student Reference Book</i> and establish a set of work rules/routine ✓ Review telling time, measuring, lengths, and calculators and Identify & draw three dimensional shapes
2	Sept. 3-7	<ul style="list-style-type: none"> ✓ Review data concepts and find data landmarks & use graphs to draw conclusions ✓ Review the idea that there are many names for numbers ✓ Introduce the vocabulary of chance
3	10-14	<ul style="list-style-type: none"> ✓ Identify number grid patterns & use them to find differences between pairs of numbers ✓ Review calculator skills (adding, subtracting, and skip counting forward and backward) and provide practice for place-value ✓ Review money amounts with coins and write dollars-and-cents notation; compare money amounts ✓ Solve problems involving money, determine the need for an exact answer and estimation, and practice estimation skills
4	17-21	<ul style="list-style-type: none"> ✓ Explore number patterns ✓ Review telling time and finding elapsed time and introduce the Length-of-Day project
5	24-28	<ul style="list-style-type: none"> ✓ Review fact & number families and review the inverse relationship between addition and subtraction ✓ Review ways basic addition & subtraction are used for solving larger problems ✓ Review and solve "What's My Rule?" problems ✓ Use parts-and-total diagrams & solve number stories
6	Oct. 1-5	<ul style="list-style-type: none"> ✓ Use change diagrams to solve number stories ✓ Use comparison diagrams to solve number stories ✓ Make ballpark estimates and model & practice partial-sums algorithm for 2- and 3-digit numbers ✓ Review ballpark estimates and review counting-up & trade-first algorithms
7	8-12	<ul style="list-style-type: none"> ✓ Review ballpark estimates and review counting-up & trade-first algorithms ✓ Solve number stories with 3 or more addends
8	15-19	<ul style="list-style-type: none"> ✓ Discuss the need for standard units of measure and create a unit of length and measure with it ✓ Measure line segments to the nearest inch, $\frac{1}{2}$ inch, $\frac{1}{4}$ inch, $\frac{1}{2}$ centimeter, and millimeter ✓ Review U.S. customary and metric units of length and estimate and measure

		lengths to the nearest inch & centimeter
9	22-26	<ul style="list-style-type: none"> ✓ Review polygons & concepts of perimeter ✓ Collect, tabulate, and interpret experimental data, make rectangles with given perimeters, relate tiling to area, and construct triangles using given lengths & find their perimeters ✓ Develop the concept of area, demonstrate the measure of area using foot and yard squares, and find area by counting squares
10	Oct. 29- Nov. 2	<ul style="list-style-type: none"> ✓ Develop the concept of area by measuring with identical squares and demonstrate how to calculate area of rectangles using number models ✓ Relate circumference & diameter through the <i>about 3 times rule</i> ✓ Review multiplication and equal groups and provide opportunities to solve and write number stores involving equal groups
11	5-9	<ul style="list-style-type: none"> ✓ Use arrays, multiplication/division diagrams, number models to represent and solve multiplication number stories ✓ Review division as equal sharing and equal grouping ✓ Model division number stories with arrays, mult/div diagrams, and number models
12	12-16	<ul style="list-style-type: none"> ✓ Discuss multiplications facts and importance of fact power and review facts shortcuts ✓ Review fact families and mult/div facts table ✓ Practice mult/div facts ✓ Estimate the number of dots in a large array, solve problems involving factors of whole numbers and practice mult. Facts
13	19-23	<ul style="list-style-type: none"> ✓ Introduce the use of a map scale to estimate distances ✓ Guide students to develop intuition about equally likely events
14	26-30	<ul style="list-style-type: none"> ✓ Review place-value through ten-thousands ✓ Practice reading, writing, comparing, and ordering numbers less than 100,000 ✓ Extend place-value to millions and read and write numbers through millions
15	Dec. 3-7	<ul style="list-style-type: none"> ✓ Read, write, and compare large numbers and express relationships as differences and ratios ✓ Develop a sense of very large numbers ✓ Count base-10 blocks, identify polygons, and compare perimeters and areas ✓ Model decimals with base-10 blocks and review decimals with money
16	10-14	<ul style="list-style-type: none"> ✓ Model tenths and hundredths with base-10 blocks and model exchanges between tenths and hundredths

		<ul style="list-style-type: none"> ✓ Demonstrate the use of decimal notation for metric measures and the conversion of centimeters to meters ✓ Introduce thousandths by revisiting millimeters and provide opportunities to interpret data from a map ✓ Provide practice for decimal place value to thousandths
17	17-21	<ul style="list-style-type: none"> ✓ Analyze data from the sunrise-sunset routine and demonstrate how to make and read a line graph ✓ Review line segments and introduce rays and lines ✓ Model and draw polygons, parallel and intersecting line segments, rays and lines
18	Jan. 2-4	<ul style="list-style-type: none"> ✓ Use angles to record rotations ✓ Explore various types of triangles
19	7-11	<ul style="list-style-type: none"> ✓ Explore various types of quadrilaterals ✓ Review the characteristics of polygons, emphasizing regular polygons ✓ Draw angles as records of rotations
20	14-18	<ul style="list-style-type: none"> ✓ Measure angles ✓ Review symmetry and explore properties of symmetric shapes ✓ Explore the concept of congruence, draw line segments, and practice naming decimals
21	21-25	<ul style="list-style-type: none"> ✓ Review 3-dimensional shapes and identify bases of pyramids and prisms ✓ Explore the characteristics of prisms ✓ Review square-number facts, multiplication, and division patterns
22	Jan. 28-Feb. 1	<ul style="list-style-type: none"> ✓ Determine which multiplication facts they still need to learn ✓ Practice multiplication and division facts ✓ Introduce parentheses in number models ✓ Express numbers as sums of products using number models that contain parentheses ✓ Multiply 1-digit numbers by multiples of 10, 100, and 1000 and divide such multiples by 1-digit numbers
23	4-8	<ul style="list-style-type: none"> ✓ Determine when an estimate is appropriate and practice making estimates ✓ Multiply multiples of 10 by multiples of 10 ✓ Explore similar polygons, solve ratio problems, and explore geometric configurations
24	11-15	<ul style="list-style-type: none"> ✓ Use fractions to name a of b equal parts ✓ Make predictions based on outcomes and construct situations that meet given conditions

		✓ Explore fractional relationships, spatial relationships, and combinations
25	18-22	<ul style="list-style-type: none"> ✓ Introduce the number line as a model for fractions ✓ Find equivalent fractions ✓ Compare fractions using region models
26	Feb. 25- Mar. 1	<ul style="list-style-type: none"> ✓ Demonstrate naming quantities greater than 1 with fractions and mixed numbers ✓ Solve number stories involving fractions ✓ Multiply and divide with multiples of 10, 100, and 1000
27	4-8	<ul style="list-style-type: none"> ✓ Use mental math to multiply 1-digit numbers by multi-digit numbers ✓ Model multiplication with base-10 blocks, explore area relationships, and find fractions of fractions ✓ Multiply 1-digit numbers by multi-digit numbers using a partial-products algorithm
28	11-15	<ul style="list-style-type: none"> ✓ Multiply using mental math and the partial-products algorithm ✓ Identify whole number factors of whole numbers ✓ Share whole-dollar amounts equally ✓ Explore computational strategies for division and interpret remainders
29	18-22	<ul style="list-style-type: none"> ✓ Introduce the lattice method of multiplication ✓ Explore 2-digit multiplication, number patterns, and the rigidity of triangles ✓ Extend the partial-products method to products of 2-digit numbers and 2-digit multiples of 10 ✓ Extend the partial-products algorithm to products of any two 2-digit numbers
30	Apr. 1-5	<ul style="list-style-type: none"> ✓ Investigate positive and negative numbers ✓ Review of units, tools, and measuring length in U.S. customary and metric systems
31	8-12	<ul style="list-style-type: none"> ✓ Explore the volume of rectangular prisms ✓ Review of metric and U.S. customary units of weight, examine different kinds of scales, and read weights on scales ✓ Order objects by volume, building rectangular prisms having the same volume but different dimensions, and measuring weight using various scales ✓ Explore the concept of capacity and demonstrate equivalencies between measures of capacity
32	15-19	<ul style="list-style-type: none"> ✓ Introduce the mean of a set of data and review median of a set of data ✓ Calculate the mean of a set of data and review median ✓ Introduce the memory keys on a calculator ✓ Make frequency tables and find median, mean and mode of data sets

		populations of people and objects
35-36		SOL Review & Test

Attachment 3

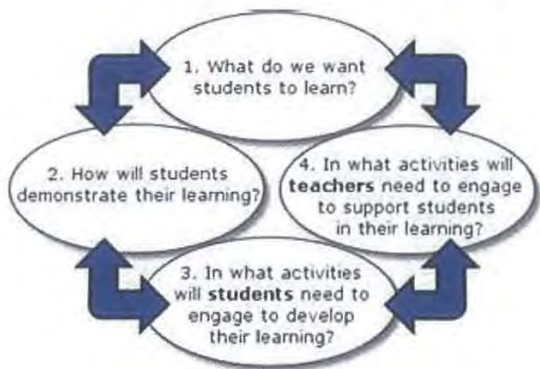
Curriculum Development Plan

The placed-based learning piece will be incorporated into the Indiana State Standards. Under the direction of the school's principal, and with the assistance of qualified consultants, staff will work during the summer of 2015 to integrate place-based projects and learning outcomes into the Indiana State Standards. This curriculum development is an on-going process that will continue throughout the school year.

The following standards will be followed in integrating place-based activities in the curriculum.

A. Planning:

1. Articulating a K- 6 Place-Based Philosophy
2. Defining the Program by Grade Levels
3. Developing and Sequencing of Grade-Level Objectives
4. Identifying Resource Materials to Assist with Program Implementation
5. Developing and/or Identifying Assessment Items and Instruments to Measure Student Progress



Attachment 4

Sixth Grade Exit Standards

READING: 6.RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

READING: Nonfiction 6.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.

Vocabulary: 6.RV.1 Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

WRITING: 6.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction text

SPEAKING AND LISTENING 6.SL.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Media Literacy: 6.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture

Mathematics

Numbers Sense:

6.NS.1: Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.

6.NS.2: Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.

6.NS.3: Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.

6.NS.4: Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.

6.NS.5: Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.

6.NS.6: Identify and explain prime and composite numbers.

6.NS.7: Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.

6.NS.8: Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b , a to b , $a:b$.

6.NS.9: Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.

6.NS.10: Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).

Computation:

6.C.1: Divide multi-digit whole numbers fluently using a standard algorithmic approach.

6.C.2: Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.

6.C.3: Solve real-world problems with positive fractions and decimals by using one or two operations.

6.C.4: Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.

6.C.5: Evaluate positive rational numbers with whole number exponents.

6.C.6: Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process

Algebra and Functions

6.AF.1: Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.

6.AF.2: Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.

- 6.AF.3: Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.
- 6.AF.4: Understand that solving an equation or inequality is the process of answering the following question: Which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
- 6.AF.5: Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p , q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.
- 6.AF.6: Write an inequality of the form $x > c$, $x \geq c$, $x < c$, or $x \leq c$, where c is a rational number, to represent a constraint or condition in a realworld or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.
- 6.AF.7: Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.
- 6.AF.8: Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.
- 6.AF.9: Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane.
- 6.AF.10: Use variables to represent two quantities in a proportional relationship in a real-world problem; write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation

Geometry and Measurement:

- 6.GM.1: Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.
- 6.GM.2: Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360° . Use this information to solve real-world and mathematical problems.
- 6.GM.3: Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate; apply these techniques to solve real-world and other mathematical problems.
- 6.GM.4: Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.
- 6.GM.5: Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.
- 6.GM.6: Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.

Data Analysis and Statistics:

6.DS.1: Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.

6.DS.2: Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.

6.DS.3: Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).

6.DS.4: Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.

Science

Physical Science:

Core Standard Explain that all objects and substances in the natural world are composed of matter in different states with different properties. (6.1.1, 6.1.2, 6.1.3)

Core Standard Understand that there are different forms of energy with unique characteristics. (6.1.4, 6.1.5, 6.1.6, 6.1.7)

6.1.1 Understand that the properties and behavior of matter can be explained by a model that depicts particles representing atoms or molecules in motion.

6.1.2 Explain the properties of solids, liquids and gases using drawings and models that represent matter as particles in motion whose state can be represented by the relative positions and movement of the particles.

6.1.3 Using a model in which matter is composed of particles in motion, investigate that when substances undergo a change in state, mass is conserved.

6.1.4 Recognize that objects in motion have kinetic energy and objects at rest have potential energy. 6.1.5 Describe with examples that potential energy exists in several different forms (e.g., gravitational potential energy, elastic potential energy and chemical potential energy).

6.1.6 Compare and contrast potential and kinetic energy and how they can be transformed from one form to another.

6.1.7 Explain that energy may be manifested as heat, light, electricity, mechanical motion, and sound and is often associated with chemical reactions.

Earth and Space Science:

Core Standard Understand the relationships between celestial bodies and the force that keeps them in regular and predictable motion. (6.2.1 – 6.2.5)

6.2.1 Describe and model how the position, size and relative motions of the earth, moon and sun cause day and night, solar and lunar eclipses, and phases of the moon.

6.2.2 Recognize that gravity is a force that keeps celestial bodies in regular and predictable motion, holds objects to earth's surface and is responsible for tides.

6.2.3 Understand that the sun, an average star where nuclear reactions occur, is the central and largest body in the solar system.

6.2.4 With regard to their size, composition, distance from sun, surface features and ability to support life, compare and contrast the planets of the solar system with one another and with asteroids and comets.

6.2.5 Demonstrate that the seasons in both hemispheres are the result of the inclination of the earth on its axis, which causes changes in sunlight intensity and length of day.

Life Science:

Core Standard Describe that all organisms, including humans, are part of complex systems found in all biomes (i.e., freshwater, marine, forest, desert, grassland and tundra). (6.3.1, 6.3.2, 6.3.3)

Core Standard Understand that the major source of energy for ecosystems is light produced by major nuclear reactions in the sun. (6.3.4, 6.3.5, 6.3.6)

6.3.1 Describe specific relationships (i.e., predator and prey, consumer and producer, and parasite and host) between organisms and determine whether these relationships are competitive or mutually beneficial.

6.3.2 Describe how changes caused by organisms in the habitat where they live can be beneficial or detrimental to themselves or to native plants and animals. Indiana's Academic Standards for Science-2010

6.3.3 Describe how certain biotic and abiotic factors—such as predators, quantity of light and water, range of temperatures and soil composition—can limit the number of organisms an ecosystem can support.

6.3.4 Recognize that plants use energy from the sun to make sugar (i.e., glucose) by the process of photosynthesis.

6.3.5 Describe how all animals, including humans, meet their energy needs by consuming other organisms, breaking down their structures, and using the materials to grow and function.

6.3.6 Recognize that food provides the energy for the work that cells do and is a source of the molecular building blocks that can be incorporated into a cell's structure or stored for later use.

Science, Engineering and Technology:

Core Standard Apply a form of energy to design and construct a simple mechanical device (6.4.1-6.4.3)

6.4.1 Understand how to apply potential or kinetic energy to power a simple device.

6.4.2 Construct a simple device that uses potential or kinetic energy to perform work.

6.4.3 Describe the transfer of energy amongst energy interactions.

Reading and Writing Standards for Science

Reading:

Key Ideas and Details

6-8.RS.1 Cite specific textual evidence to support analysis of science texts.

6-8.RS.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

6-8.RS.3 Follow precisely a multistep procedure when carrying out experiments or taking measurements.

Craft and Structure

6-8.RS.4 Determine the meaning of symbols, key terms, and other domain specific words and phrases and how they are used in a specific scientific context relevant to grades 6-8 texts and topics.

6-8.RS.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

6-8.RS.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

6-8.RS.7 Integrate quantitative information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

6-8.RS.8 Distinguish among facts, reasoned judgment based on research findings and speculation in a text.

Writing:

Text Types and Purposes

6-8.WS.1 Write arguments to focus on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

WS.2 Write informative/explanatory texts, including scientific procedures/experiments.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the explanation or information presented

Production and Distribution of Writing

6-8.WS.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8.WS.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

6-8.WS.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

6-8.WS.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

6-8.WS.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WS.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

6-8.WS.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

6-8.RS.9 Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic

Range of Reading and Level of Text Complexity

6-8.RS.10 By the end of grade 8 read and comprehend science texts in the grades 6-8 text complexity band independently and proficiently.

History

Historical Knowledge Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.

6.1.1 Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. Examples: Greek, Roman, Mayan, Inca, and Aztec civilizations

6.1.2 Describe and compare the beliefs, the spread and the influence of religions throughout Europe and Mesoamerica. Examples: Judaism, Christianity, Islam and native practices in Mesoamerica and Europe Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.

6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire. Examples: Influence of the spread of Christianity in Russia and Eastern Europe

6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. Examples: Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades. Examples: Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East, changes in technology, and centralization of political and military power

6.1.6 Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica Examples: Florence, Genoa, Venice, Naples, Tenochtitlan, Machu Pichu and Teotihuacan

6.1.7 Describe how the Black Death, along with economic, environmental and social factors led to the decline of medieval society

6.1.8 Compare the diverse perspectives, ideas, interests and people that brought about the Renaissance in Europe. Examples: Ideas: the importance of the individual, scientific inquiry based on observation and experimentation, interest in Greek and Roman thought, and new approaches in the fine arts and literature; People: Leonardo da Vinci, Michelangelo, Nicholas Copernicus, William Shakespeare and Galileo Galilei

6.1.9 Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

Early Modern Era: 1500 to 1800

6.1.10 Examine and explain the outcomes of European colonization on the Americas and the rest of the world. Examples: The defeat of the Aztec and Incan empires by the Spanish, the rise of trading empires, Columbian exchange and slavery, Columbus' search for India

6.1.11 Compare and contrast Spanish, Portuguese, French, and British colonies in the Americas.

6.1.12 Describe the Reformations and their effects on European and American society. Examples: Missionary activities, the rise of Calvinism and Lutheranism, Henry VIII's break with Parliament and the Catholic Church, the principle of separation of church and state, Papal reform, and the Council of Trent

6.1.13 Explain the origin and spread of scientific, political, and social ideals associated with the Age of Enlightenment/Age of Reason. Examples: The American and French Revolutions and the spread of democratic ideals, the Scientific Revolution, and the influence on world religions resulting in the assimilation of religious groups.

6.1.14 Describe the origins, developments and innovations of the Industrial Revolution and explain the impact these changes brought about. Examples: Steam engine, factory system, urbanization, changing role of women and child labor

Modern Era: 1700 to the present

6.1.15 Describe the impact of industrialization and urbanization on the lives of individuals and on trade and cultural exchange between Europe and the Americas and the rest of the world.

6.1.16 Identify individuals, beliefs and events that represent various political ideologies during the nineteenth and twentieth century's and explain their significance. Examples: Liberalism, conservatism, nationalism, socialism, communism, fascism and popular sovereignty

6.1.17 Discuss the benefits and challenges related to the development of a highly technological society. Examples: Atomic energy, computers and environmental change Approved

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research

6.1.18 Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise Europe and the Americas.

6.1.19 Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.

6.1.20 Analyze cause-and-effect relationships, keeping in mind multiple causations, including the importance of individuals, ideas, human interests, beliefs and chance in history. Examples: The decline of Greek city-states, the destruction of the Aztecs, and state-sponsored genocide, including the Holocaust.

6.1.21 Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.

6.1.22 Form research questions and use a variety of information resources to obtain, evaluate and present data on people, cultures and developments in Europe and the Americas. Examples: Collect data and create maps, graphs or spreadsheets showing the impact of immigration patterns in Canada, the Chernobyl nuclear disaster on Russia and access to health care in the European Union (EU).

6.1.23 Identify issues related to an historical event in Europe or the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved. Examples: The role of women in different time periods, decline of ancient civilizations, and attitudes toward human rights

Civics and Government:

Foundations of Government

6.2.1 Compare and contrast major forms of governments in Europe and the Americas throughout history. Examples: Greek democracies, Roman Republic, Aztec monarchy, parliamentary government, U.S. Republic, and totalitarianism

6.2.2 Explain how elements of Greek direct democracy and Roman representative democracy are present in modern systems of government.

6.2.3 Examine key ideas of Magna Carta (1215), the Petition of Right (1628), and the English Bill of Rights (1689) as documents to place limits on the English monarchy and how they have affected the shaping of other governments.

6.2.4 Define the term nation-state and describe the rise of nation-states headed by monarchs in Europe from 1500 to 1700. Functions of Government

6.2.5 Discuss the impact of major forms of government in Europe and the Americas on civil and human rights.

6.2.6 Identify and describe the functions of international political organizations in the world today. Examples: Examine the functions of the World Court, North Atlantic Treaty Organization (NATO) and the United Nations (UN). Roles of Citizens

6.2.7 Define and compare citizenship and the citizen's role throughout history in Europe and the Americas. Examples: Compare methods of voting; participation in voluntary organizations of civil society; and participation in the government in Great Britain, Russia, Brazil, Mexico and Canada.

Geography:

The World in Spatial Terms

6.3.1 Demonstrate a broad understanding of the countries and capitals of Europe and the Americas. 6.3.2 Use latitude and longitude to locate the capital cities of Europe and the Americas and describe the uses of locational technology, such as Global Positioning Systems (GPS) to distinguish absolute and relative location and to describe Earth's surfaces. Places and Regions

6.3.3 Describe and compare major physical characteristics of regions in Europe and the Americas. Examples: Mountain ranges, rivers, deserts, etc.

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Examples: Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions Physical Systems

6.3.5 Give examples and describe the formation of important river deltas, mountains and bodies of water in Europe and the Americas. Examples: Volga River, Canadian Rockies, Sierra Madre Mountains and Lochs in Scotland

6.3.6 Explain how ocean currents and winds influence climate differences on Europe and the Americas. 6.3.7 Locate and describe the climate regions of Europe and the Americas and explain how and why they differ. Examples: Gulf Stream and North Atlantic Current

6.3.8 Identify major biomes of Europe and the Americas and explain how these are influenced by climate. Examples: Rainforests, tundra, woodlands, and deserts Human Systems

6.3.9 Identify current patterns of population distribution and growth in Europe and the Americas using a variety of geographic representations such as maps, charts, graphs, and satellite images and aerial photography. Evaluate different push and pull factors that trigger migrations Examples: Rural and urban areas; immigration

6.3.10 Explain the ways cultural diffusion, invention, and innovation change culture.

6.3.11 Define the terms anthropology and archeology and explain how these fields contribute to our understanding of societies in the present and the past. Approved March 2014 Grade 6, Page 10 Environment and Society

6.3.12 Compare the distribution and evaluate the importance of natural resources such as natural gas, oil, forests, uranium, minerals, coal, seafood and water in Europe and the Americas.

6.3.13 Explain the impact of humans on the physical environment in Europe and the Americas.

6.3.14 Explain and give examples of how nature has impacted the physical environment and human populations in specific areas of Europe and the Americas. Examples: Hurricanes, earthquakes, floods and drought

Economics:

- 6.4.1 Give examples of how trade related to key developments in the history of Europe and the Americas. Examples: The growth of trading towns and cities in medieval Europe led to money economies, competition to expand world trade led to European voyages of trade and exploration, and Mayan trade in Mesoamerica led to colonization and the diffusion of art.
- 6.4.2 Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. Examples: Increased production and consumption and lower prices
- 6.4.3 Explain why international trade requires a system for exchanging currency between various countries.
- 6.4. 4 Describe how different economic systems (traditional, command, market and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce and for whom to produce.
- 6.4.5 Compare the standard of living of various countries of Europe and the Americas today using Gross Domestic Product (GDP) per capita as an indicator.
- 6.4.6 Analyze current economic issues in the countries of Europe or the Americas using a variety of information resources. Examples: Use information sources such as digital newspapers, the Internet and podcasts to examine changes in energy prices and consumption, exchange rates and currency values.
- 6.4.7 Identify economic connections between the local community and the countries of Europe or the Americas and identify job skills needed to be successful in the workplace.
- 6.4.8 Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Europe or the Americas. Examples: Government support of public education and governments taxing or regulating pollution * externality (spillover): the impact of an activity (positive or negative) on the well-being of a third party
- 6.4.9 Explain how saving and investing help increase productivity and economic growth and compare and contrast individual saving and investing options. Examples: Savings accounts, certificates of deposit and stocks

ATTACHMENT 5

Mays Community Academy 2015-2016

Academic Year Calendar

August

3 & 4 Teacher Inservice
5 First Student Day

September

7 Labor Day- No School

October

19-23- Fall Break

November

25-27 Thanksgiving Break

December

21-31 Christmas Break

January

1 Christmas Break
4 Teacher Work Day
5 Second Semester Begins

February

12 Teacher In-Service Day- No Students
15 No School/Make-Up Day

21-25 Spring Break

April

1 No School/Make-Up Day

May

20 Last Student Day
23 Teacher Records Day
30 Memorial Day

June

5 Graduation



APPROVED

August 15						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15						
Su	M	Tu	W	Th	F	Sa
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 15						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 15						
Su	M	Tu	W	Th	F	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 16						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 16						
Su	M	Tu	W	Th	F	Sa
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 16						
Su	M	Tu	W	Th	F	Sa
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 16						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 16						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16						
Su	M	Tu	W	Th	F	Sa
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

July 16						
Su	M	Tu	W	Th	F	Sa
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Attachment 6

Admission Policy

a) Tentative dates for the application period will be March 11th – April 1st, 2015. Intent-to-Enroll forms are available on the website, along with a description of the enrollment procedure. The forms will also be available for pick up in Mays school office. Intent-to-Enroll forms will be accepted in person or via U.S. Postal Service. Applicants will be put on an enrollment list in the order the Intent-to-Enroll forms were received. If the number of eligible applicants does not exceed the number of vacancies for the building, then all qualified applicants who have timely applied will be offered admission. If the number of applicants exceeds the number of vacant seats, Mays Community Academy will hold a lottery to determine who will fill those spots.

b) Tentative lottery date will be April 15th, 2015. This is two weeks after the closing of the application period. If there are more eligible applicants than available spaces in the building, then a lottery will be conducted by random drawing in a public meeting at a time set by the administration each year. Mays Community Academy will use a software program, to be determined, that has the component to facilitate the application process and lottery. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name is drawn will be offered admission. Notification will be made by telephone, e-mail, or U.S. Postal Service. Failure of an applicant to respond within 48 hours of the date of the telephone call or e-mail, or within three (3) business days of a post-marked letter, will forfeit his/her position in the application process. Parents or guardians notified by mail will be instructed to call the school immediately upon receipt of the notice in order to preserve their child's position in the lottery.

c) The remaining names in the lottery will be placed on a waiting list in the order in which they were drawn. If a vacancy arises before the commencement of the school year, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the application period has passed, the applicant's name will be added to the waiting list behind the names of the applicants who timely applied. Students are able to withdraw from Mays Community Academy at any time during the school year. If a student would choose to re-enroll during the school year, they will be put on the waitlist, unless there is an open seat in their grade level. Currently enrolled students are not required to re-enroll each year. Mays Community Academy will accept transfer students; they must follow the enrollment policy set forth by the school. Exceptions: Mays Community Academy will exempt from the lottery students already admitted and siblings of students already admitted if there is a space available.

Attachment 7

Discipline Policy

A. Practices to Promote Good Discipline to function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of character and good citizenship will be taught and modeled by the school staff. This includes an appreciation for the rights of others. Any conduct that interferes with—or may reasonably be considered to interfere with—a “school purpose” (as defined in IC 20-33-8-4); an “educational function” (as defined in IC 20-33-8-2); or the health, safety or well-being, or rights of other students is prohibited. Infractions for aforementioned conduct are outlined in the school’s discipline policy.

Through the decorum of the classrooms and halls, the reading of deliberately selected books, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with, and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students’ behavior, students will rise to the occasion. Teachers will be awarded in appropriate ways.

B. Preliminary List of the Offenses for Which Students Must and May be Suspended or Expelled

1. General Overview A student may be suspended or expelled, subject to certain procedural requirements, for:

1. Student misconduct;
2. Substantial disobedience; or
3. Unlawful activity on or off “school grounds” (as defined in IC 20-33-8-5) if:
 - a. the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
 - b. the student’s removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

2. Preliminary List of Offenses Level I: Major Offenses Examples (not inclusive list)

1. Presence in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with directives of school staff (insubordination)
6. Failure to comply with school dress code policies
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Inappropriate language
15. Persistent tardiness
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping class, detention, or tutorial sessions
19. Using a skateboard, scooter, and/or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Counseling by teachers or Headmaster
5. Demerits
6. Detention
7. Fee for the return of telecommunications device that has been confiscated
8. In-school suspension up to 10 days
9. Parent contracts to restrict home privileges
10. Parent observations in student's classes
11. Parent conference with teacher or Headmaster
12. Peer mediation
13. Placement in another appropriate classroom
14. Restitution/restoration, if applicable

15. Saturday school
16. Seating changes within the classroom
17. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
18. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

NOTE: Disciplinary actions may be used individually or in combination for any offense.

NOTE: No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list)

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang
3. "Bullying" (as defined in IC 20-33-8-0.2) (verbal or written)
4. Bypassing of internet blocks on school computers or networks to enter unapproved sites
5. Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through a: (a) computer, (b) computer system, or (c) computer network of a school corporation)
6. Engaging in conduct that constitutes sexual harassment (verbal or written)
7. Failure to comply with conditions of in-school suspension placement
8. Failure to comply with school medication policies
9. Falsification of school records
10. Fighting/mutual combat
11. Gambling
12. Gang activity (nonviolent)
13. Interference with school activities or discipline
14. Leaving classroom, school property, or school-sponsored events without permission
15. Making an obscene gesture
16. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)

17. Possessing a look-alike weapon, including, without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
18. Possessing "ammunition" (as defined in IC 35-47-1-2.5)
19. Possessing drug paraphernalia
20. Possessing or selling "look-alike" drugs
21. Possessing or using fireworks or other explosive devices
22. Possessing or using tobacco
23. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug
24. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
25. Refusing to allow student search
26. Theft
27. Threats (nonviolent/verbal or written)
28. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
29. Use of profanity or vulgar/offensive language (verbal or written)
30. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
31. Willful destruction of school or personal property and/or vandalism

Appropriate Disciplinary Actions

1. Level I disciplinary techniques
2. Disciplinary actions authorized in IC 20-33-8-25
3. Suspension for a period of time consistent with IC 20-33-8-18 NOTE: Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion Examples (not inclusive list)

1. "Bullying" (as defined in IC 20-33-8-0.2) (physical)
2. Burglary
3. Deliberate destruction of or tampering with school computer data or networks
4. Engaging in conduct that constitutes sexual harassment (physical)
5. Gang activity (violent)
6. Inappropriate exposure of body parts
7. Inappropriate sexual conduct

8. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
9. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
10. Possessing any object used in a way that threatens or inflicts bodily injury to another person
11. Possessing, selling, distributing, or being under the influence of a drugs
12. Targeting someone for bodily harm
13. Threats (violent/verbal or written)

Appropriate Disciplinary Actions

1. Disciplinary actions authorized in IC 20-33-8-25
2. Suspension for a period of time consistent with IC 20-33-8-18
3. Expulsion for a period of time consistent with IC 20-33-8-20

Level IV: Mandatory Expulsion Examples (not inclusive list)

1. Bringing a “firearm” (as defined in IC 35-47-1-5) to school or on school property
2. Possessing a “firearm” (as defined in IC 35-47-1-5) on school property
3. Bringing a “destructive device” (as defined in IC 35-47.5-2-4) to school or on school property
4. Possessing a “destructive device” (as defined in IC 35-47.5-2-4) on school property
5. Bringing a “deadly weapon” (as defined in IC 35-41-1-8) to school or on school property
6. Possessing a “deadly weapon” (as defined in IC 35-41-1-8) on school property

Appropriate Disciplinary Actions

1. Expulsion for a period of time consistent with IC 20-33-8-16

C. Rights of Students with Disabilities in Disciplinary Action Disciplinary action against a student who is a child with a disability (as defined in IC 20-35-1-2) is subject to the:

1. Procedural requirements of 20 U.S.C. 1415; and
2. Rules adopted by the state board (as provided in 511 IAC 7-44).

D. Appeal Process for Students Facing Expulsion The School's Headmaster may conduct an expulsion meeting or appoint one (1) of the following to conduct an expulsion meeting:

1. Legal counsel.
2. A member of the administrative staff if the member:
 - a. has not expelled the student during the current school year; and
 - b. was not involved in the events giving rise to the expulsion.

The Headmaster (or designee) may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

An expulsion may take place only after the student and the student's parent are given notice of their right to appear at an expulsion meeting with the superintendent (or designee). Notice of the right to appear at an expulsion meeting must:

1. Be made by certified mail or by personal delivery;
2. Contain the reasons for the expulsion; and
3. Contain the procedure for requesting an expulsion meeting.

The individual conducting an expulsion meeting:

1. Shall make a written summary of the evidence heard at the expulsion meeting;
2. May take action that the individual finds appropriate; and
3. Must give notice of the action taken under subdivision 2 to the student and the student's parent.

If the student or the student's parent, no later than ten (10) days after receipt of a notice of action taken above, makes a written appeal to the governing body, the governing body:

1. Shall hold a meeting to consider:
 - a. the written summary of evidence prepared by the Superintendent (or designee); and
 - b. the arguments of the Headmaster and the student or the student's parent; unless the governing body has voted not to hear appeals of expulsion actions; and
2. May take action that the governing body finds appropriate.

notice of the right to appear at an expulsion meeting or notice of the action taken at an expulsion meeting is effectively given at the time when the request or notice is delivered personally or sent by certified mail to a student and the student's parent.

The governing body may vote to not hear appeals of expulsion actions. If the governing body votes to not hear appeals, subsequent to the date on which the vote is taken, a student or parent may appeal only by judicial review (IC 20-33-8-21).

E. Parents Informed of the School's Discipline Policy

The School's discipline policy will be included in the School's Parent/Student Handbook. In order to comply with the publicity requirements of IC 20-33-8-12, the Parent/Student Handbook will be made available to students and parents in print and electronic media.



Court Square Building
310 4th Street NE, Suite 200
Charlottesville, VA 22902
T 434.220.7595 / F 434.220.3712
apexcleanenergy.com

March 18, 2015

Ball State University
Office of Charter Schools

To whom it may concern,

It has been brought to our attention that a group of citizens who live in Center Township, Rush County, are working to establish a charter school that is planning to open its doors in the fall of 2015 at the former location of the Mays Elementary School. Flat Rock Wind believes in the importance of supporting the communities in which we work. Therefore, if the Center Township community supports the opening of a charter school to continue the strong legacy of the Mays Elementary School, we would be honored to participate with citizens, other local businesses, and community leaders to help this school thrive.

It is our understanding that due to a declining student enrollment, the Mays Elementary School will need to close its doors at the end of the 2014/2015 school year. As a company that relies upon cutting edge technology and highly skilled workers, we acknowledge the importance of high-performing schools, and we believe that strong schools contribute to vibrant local communities.

Flat Rock Wind hopes to be able to build a wind energy project in Rush and Henry Counties that will operate for 20+ years. The long-term nature of a wind farm works best when there is a strong and positive relationship between the owner of the wind farm and the local community. This relationship is strengthened by working together to identify needs in the community where time, talent and resources can be leveraged to improve quality of life for local residents.

We applaud the efforts of the many volunteers in Center Township who are working hard to help their community thrive, and we look forward to walking alongside them on the path to this goal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Rob Propes', is written over a red ink signature that also appears to read 'Rob Propes'.

Rob Propes
Senior Development Manager
Apex Clean Energy

Raleigh Fire Department, Inc.

8952 N Henry Street

Mays, In. 465155

Ball State University

RE: Northern Rush County School Corp/Mays charter School

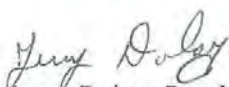
Greetings.

The Raleigh Fire Department has it's headquarters station next door the
Mays elementary school.

Our department supports the school with standby power for operation during
power outages, supports emergency shelter in school (only facility in
Rush County) that has power, food service and related items for shelter.

We also provide fire safety programs to the students each year.

The Raleigh Fire Department supports a continued elementary school located
in Mays and will continue that support for the charter school.


Jerry Delay, President

Raleigh Fire Department, Inc.

CUSTER ELECTRIC INC.

Sports Lighting

1744 EAST 800 NORTH RUSHVILLE IN 46173

PH 765-645-5511 FAX 765-645-5013

WWW.CUSTERELECTRIC.COM

e-mail vcuster@custerelectric.com

Ball State University

RE: Northern Rush County School Corp/Mays Charter School

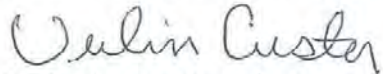
Greetings,

Custer Electric, Inc is a long time business (since 1962) in the Mays Community, and we have supported the school with donations, in kind gifts and other support.

We support the establishment of a charter school in Mays to provide for best possible education of our youth and will pledge our continued support for the charter school.

Our company will also support the electrical service needs the charter school might need.

Please add our name to the supporters of the new Mays Charter School.



Verlin Custer, President

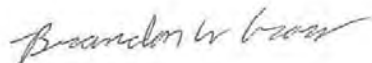
*P.O.C. Industries
8944 N Crossway
Mays, In 46155
765-645-5015
bcross@pocindustries.com*

Wednesday March 18th 2015

Attn: Ball State University

Reference: Northern Rush County School

*I Herby give my full support to the Mays Community Academy and their
quest in becoming a Charter School. I Support their hard work and
dedication to the education of our communities youth.*



*Sincerely,
Brandon Cross
President
P.O.C. Industries*

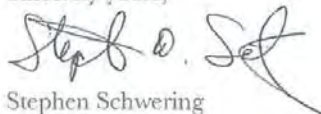
March 18, 2015
Stephen D. Schwering
Owner
Schwering Trucking, LLC
498 E 900 N
Rushville, IN 46173

To Whom It May Concern;

I am writing to acknowledge our support for the Mays Community Academy. We have lived and farmed in this community for over 35 years. In 2006 we also started a small trucking company to accommodate the return of some of our children into the family businesses. We support the decision to try to keep an elementary school here where people know each other and help each other.

Hopefully our grandchildren will have the opportunity to one day experience what the Mays Community Academy may offer.

Sincerely yours,


Stephen Schwering



3/17/2015

Buck Creek Veterinary Clinic
10972 North State Road 3
Knightstown, Indiana 46148

To Whom It May Concern,

I am a veterinarian and owner of Buck Creek Veterinary Clinic PC, 10972 North State Road 3, Knightstown Indiana 46148. As a lifelong resident of Northern Rush County, I am very familiar with the Mays Elementary School and their excellent academic record and the vital role it plays in maintaining a higher standard of living in our rural community.

I am in support of establishing a charter school in the Mays Elementary School abandoned by the Rush County Schools Corporation. Having a viable and academically superior elementary school in our local community is vital to maintaining an active and thriving community. Our businesses, churches, civic groups and youth organizations all are directly associated with the availability of a local quality elementary school. Loss of a local quality school will hurt us all, as our client base and quality of life will decay at a steady rate.

The Buck Creek Veterinary Clinic supports the Northern Rush County School Corporation in forming a charter school in the Mays Elementary building with sponsorship from Ball State University.

Yours, Truly,

A handwritten signature in dark ink, appearing to read "Lyle D. Schweikhardt", followed by a long horizontal flourish line.

Dr. Lyle D. Schweikhardt
Buck Creek Veterinary Clinic

Dr. Lyle D. Schweikhardt

10972 N. State Rd. 3 • Knightstown, IN 46148



Unlimited Electric Enterprises Inc.
6450 N Rushville Rd, Carthage Indiana 46115
Phone- 765-565-5977
e-mail unlimited_electric@yahoo.com

03/18/2015

Ball State University

RE: Northern Rush County School Corp / Mays Charter School

Greetings,

Unlimited Electric Enterprises Inc. is an industrial electrical business that is located in the Mays community area.

Unlimited Electric supports the establishment of a charter school in Mays in order to provide the best possible education for our youth and will pledge to continue our support for the success of the charter school.

Unlimited Electric will also support the electrical service needs the charter school might need.

Please add Unlimited Electric Enterprises to the list of supporters of the new Mays Charter School.

Thank you

Sincerely,

A handwritten signature in blue ink, appearing to read "Steve", is written over a horizontal line.

President
Unlimited Electric Enterprises, Inc.

Center Christian Church has operated an after-school program at our facility for the past eight years. This program serves families of students from grades K-6 who need an adult-supervised location until their families can pick them up after work.

During this time, students participate in supervised study time, recreation time, and other enrichment activities.

Transportation to the facility has been provided by the schools and parents pick up the students at their convenience before 6:00 pm.

Families do share in a modest fee per child participating. The staff members are employed by Center Christian Church and have been screened through background checks.

It is our intention to continue this program for families into the future. We look forward to offering this service to the families of students attending the Mays Community Academy.

If you have any questions about this after-school program, please contact me at pmwilk75@gmail.com or phone me at 765-645-5136.

Paul Wilkinson
Center Christian Church
Board Chairman

Attachment 9

Principal

Qualifications – Performance Abilities

Developed March 15, 2015

QUALIFICATIONS: Required

2. Master's Degree or equivalent.
3. Demonstrated ability to exercise the responsibility allocated to an elementary Charter School.
4. A minimum of 3 years previous administrative / leadership experience.

QUALIFICATIONS: Preferred

1. Previous work with a charter school
2. Working knowledge of Place-Based Education
3. Familiarity with Rush County community

JOB GOAL: To utilize leadership, supervisory, and administrative skills in promoting the educational development of each student.

- Reports to The Mays Community Academy Board of Directors
- Supervises all school personnel, directly and/or indirectly
- Purpose: To serve as the chief administrator of a school in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- General Planning: conceptualizes the broad goals of the school and plans accordingly to ensure that procedures and schedules are implemented to carry out the total school program.
- General Coordination: ensures that the school program is compatible with the legal, financial and organizational structure of the school system. The principal defines the responsibilities and accountability of staff members and develops plans for interpreting the school program to the community – in support of Place-Based Education
- Enhancement of Personnel Skills: provides activities which facilitate the professional growth of the school staff and enhance the quality of the instructional program.
- School Objectives: identifies the annual objectives for the instructional, extracurricular, and athletic programs of the school.
- Curriculum Objectives: ensures that instructional objectives for a given subject and/or classroom are developed, and involves the faculty and others in the development of specific curricular objectives to meet the needs of the school program. The principal provides opportunities for staff participation in the school program.

- Establishes Formal Work Relationships: evaluates student progress in the instructional program by means that include the maintaining of up-to-date student data. The principal supervises and appraises the performance of the school staff.
- Facilitates Organizational Efficiency: maintains inter-school system communication and seeks assistance from central office staff to improve performance. The principal maintains good relationships with students, staff, and parents. The principal complies with established lines of authority.
- New Staff and Students: orients and assists new staff and new students and provides opportunities for their input in the school program.
- Community: encourages the use of community resources, cooperates with the community in the use of school facilities, interprets the school program for the community, and maintains communication with community members.
- Supplies and Equipment: manages, directs, and maintains records on the materials, supplies and equipment which are necessary to carry out the daily school routine. The principal involves the staff in determining priorities for instructional purposes.
- Services: organizes, oversee, and provides support to the various services, supplies, material, and equipment provided to carry out the school program. The principal makes use of community resources.

The Mays Community Academy Board has placed an advertisement for this position on the Indiana Department of Education Website, Monster.com, CareerBuilders.com, MCA Facebook Page, MCA Website.

Timeline:

March 15th – June 1 Gather candidates' applications and qualifications

June 10 –Interviews

June 15 – Offer position to candidate

July1- begin full-time position



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R13 / 5-14) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one copy to the address in the upper right corner of this form.
 3. Please TYPE or PRINT in INK.
 4. Please visit our office at www.sos.in.gov.
 5. Make check or money order payable to Secretary of State.

Indiana Code 23-17-3-2

FILING FEE: \$30.00

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.

2. Article VII must be completed appropriately. Please see (1) above.

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: *(The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)*

Northern Rush County Schools, Incorporated

Address of Principal Office (number and street)	City	State	ZIP code

ARTICLE II - PURPOSE

The purposes for which the Corporation is formed are:
Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.
To operate a charter school.

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (all others).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent (cannot be the corporation itself.)

Alexandra M. Curlin

Address of Registered Office (number and street) (PO Box not accepted)	City	State	ZIP code
8555 Cedar Place Dr., Ste. 112	Indianapolis	IN	46240

Required:

- ☒ By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

- ☒ Yes ☐ No

(Continued on the reverse side)

ARTICLE VI - INCORPORATOR(S) (INCORPORATORS MAY NEVER BE AMENDED)				
Name(s) and address(es) of the incorporator(s) is/are as follows:				
Name	Number and Street or Building	City	State	ZIP code
Alexandra M. Curlin	8555 Cedar Place Dr., Ste. 112	Indianapolis	IN	46240

ARTICLE VII - DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution:
Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code (or the corresponding provisions of any future United States Internal Revenue Law), as the Board of Directors shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

* Please note this section must be completed.

ARTICLE VIII - INCORPORATOR(S) (INCORPORATORS MAY NEVER BE AMENDED)	
In witness whereof, the undersigned incorporator(s) of said Corporation execute(s) this document, and verify(ies) subject to penalties of perjury that the facts contained herein are true this <u>13th</u> day of <u>March</u> , 20 <u>15</u> .	
Signature	Printed name <u>Alexandra M. Curlin</u>
Signature	Printed name
Signature	Printed name

Alexandra M. Curlin			
Address (number and street or building)	City	State	ZIP code
8555 Cedar Place Dr., Ste. 112	Indianapolis	IN	46240

**BYLAWS OF
NORTHERN RUSH COUNTY SCHOOLS, INC.
(A Non-Profit Corporation)**

**ARTICLE 1
NAME**

Section 1.1. Name. The name of the Corporation shall be Northern Rush County Schools, Inc. (the "Corporation").

**ARTICLE 2
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 (the "1991 Act") and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The specific purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE 3
MEMBERSHIP**

Section 3.1. This Corporation is a non-profit, non-stock corporation, and shall have no members.

ARTICLE 4
BOARD OF DIRECTORS

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a meeting at which a quorum of at least 60% of the Directors are present. The affirmative vote of a majority of the Directors shall be necessary for all actions by the Board relating to the following:

- 4.1.1 Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
- 4.1.2 Adoption of an amendment to the Articles of Incorporation or the Bylaws;
- 4.1.3 Organization of a subsidiary or affiliate by the Corporation; and
- 4.1.4 Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2 Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased by a majority vote of the Board, but in no event shall the number of Directors be fewer than three (3). In the event of an increase in the number of Directors, the additional directorships created shall be filled in the manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3 Nomination of Directors. Not less than one (1) month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting, which slate shall be approved by the Board. If the Board does not approve of any nominee, then the nominee shall be removed from the slate, and the committee may replace the removed nominee with another nominee approved by the Board. These submissions shall be deemed to be nominations of each person named.

Section 4.4 Election of Directors. Directors shall be elected by the Board from a slate of nominees at any meeting when there is an expiring term.

Section 4.5 Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with the nominating provisions of Section 4.3 and Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's term, a Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6 Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the

Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7 Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation. Payment of any such compensation or reimbursement to a Director shall require and be subject to approval of the Board.

Section 4.8 Annual Meetings of the Board. The annual meeting of the Board shall be held in person or electronically with such notice required by Indiana law on the first business day of April of each year, unless the Board, by resolution, provides for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9 Special Meetings. Special meetings of the Board may be called at any time by the President of the Board and may be held in person or electronically. Further, special meetings of the Board must be called by the President within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting or at such time and in the manner prescribed by Indiana law. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10 Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The meetings may be held in person or electronically. The Secretary (or his/her designee) shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11 Notice of Compliance. All meetings will be conducted in accordance with all applicable Indiana laws.

Section 4.12 Quorum and Action of the Board. At least sixty percent (60%) of the Directors must be present in person or electronically at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such

adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.13 Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE 5 **OFFICERS**

Section 5.1 Number. The Corporation may have a, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Indiana or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2 Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 4.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election and qualification of their successors or their earlier death, resignation or removal.

Section 5.3 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4 Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5 President. The President shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in

general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.6 Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.7 Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.8 Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.9 Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.10 Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.10.1 The Treasurer shall perform the services of the President.

5.10.2 The President shall perform the services of the Secretary and the Treasurer.

5.10.3 The Secretary shall perform the services of the Treasurer.

Section 5.11 Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any Officer from receiving compensation or reimbursement from the Corporation for other services or expenses incurred on behalf of the Corporation.

ARTICLE 6
COMMITTEES OF THE BOARD

Section 6.1 Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2 Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3 Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4 Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5 Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6 Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove

any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE 7

INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1 Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2 Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE 8

CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1 Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2 Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3 Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4 Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5 Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6 Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7 Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

ARTICLE 9 **FISCAL YEAR**

Section 9.1 Fiscal Year. The fiscal year of the Corporation shall end on June 30th of each year.

ARTICLE 10 **CORPORATE SEAL**

Section 10.1 Corporate Seal. The Board may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE 11 **NOTICE**

Section 11.1 General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or sent by first class mail, by e-mail or facsimile (or similar electronic means) or by a nationally recognized overnight courier, charges prepaid, addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered shall be deemed to be the time of the giving of such notice.

Section 11.2 Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of the Board shall be specified in any written waiver of notice thereof.

ARTICLE 12 **AMENDMENTS**

Section 12.1 By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 hereinabove.

EIN Assistant

Your Progress:

1. Identity

2. Authenticate

3. Addresses

4. Details

5. EIN Confirmation

Congratulations! The EIN has been successfully assigned.

EIN Assigned: 47-3449974

Legal Name: NORTHERN RUSH COUNTY SCHOOLS INC

The confirmation letter will be mailed to the applicant. This letter will be the applicant's official IRS notice and will contain important information regarding the EIN. Allow up to 4 weeks for the letter to arrive by mail.

We strongly recommend you print this page for your records.

Click "Continue" to get additional information about using the new EIN.

[Continue >>](#)

Help Topics

- ⑦ [Can the EIN be used before the confirmation letter is received?](#)

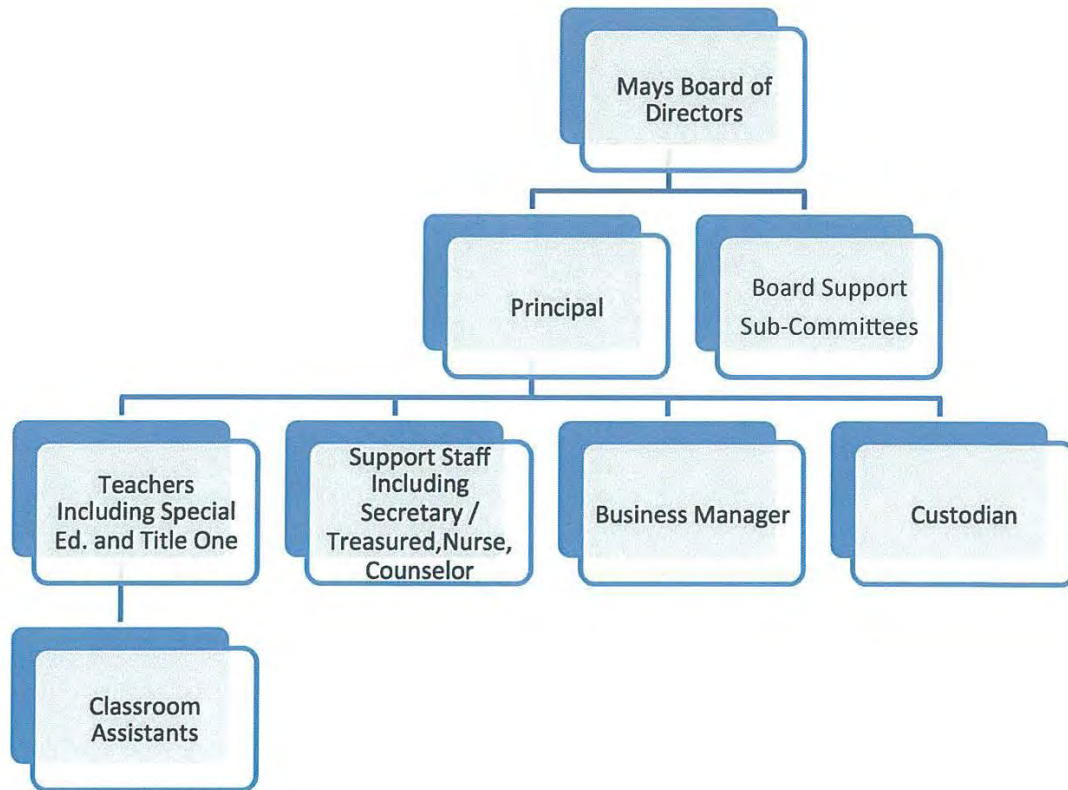
Statement of Assurances

The charter school (Organizer) agrees to comply to all of the following provisions: *(Read and check)*

- ☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with the application and to provide such additional information as required.
- ☒ 2. Organizer operates (or will operate if not yet open) a charter school in compliance with all federal and state laws, including the Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- ☒ 3. Organizer will comply with the Open Door Law as described in IC § 5-14-1.5.
- ☒ 4. Organizer will, for the life of the charter, participate in all data reporting and evaluation activities as required by Ball State University (BSU) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- ☒ 5. Organizer will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- ☒ 6. Organizer will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- ☒ 7. Organizer shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- ☒ 8. Organizer will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- ☒ 9. Organizer shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. BSU must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The Organizer further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits



Organization Chart



Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Mays Community Academy
2. Full name: Carissa Lynn Williams
Home Address: 9119 N Raleigh Rd, Rushville, IN 46173
Business Name and Address: N/A

Telephone No.: 765-561-0582
E-mail address: kwilliams@smileycpa.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **My husband and both of my children attended Mays Elementary School. While I realize the charter school will not be Mays Elementary, I believe the goals and directives of the new Charter School can benefit many children and this community in many ways. I would love to be involved in the growth and success of this project.**
6. What is your understanding of the appropriate role of a public charter school board member? **I believe the role of the board member should be to create an environment that will help direct the school in its stated mission and provide an example for the charter family to promote growth and an environment for successful education of its students.**

as well as students and parents should be factors in figuring success every year of operation.

3. How will you know at the end of four years if the school is successful? **I believe success in four years will be displayed by the students. Future transitions to the county public school will be an indicator of success. Happy student will indicate success. Enrollment numbers will indicate the success of the school. From a community and financial viewpoint, I believe a reasonable budget and the ability to create continued opportunities while maintaining the budget will be a strong indicator of the schools success.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **I believe the board will have to make difficult decisions to ensure the success of this school. It is important that the community have a voice in the decisions that are made and also in the way the school is run. The idea of this school has been created from the input of the community and it is key that this school be run in a way that makes the community happy. Having said that the board will be charged with the responsibility of making decisions that will be supportive for the longevity of the school.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **From an ethical standpoint I believe it would be my responsibility to bring the situation up for discussion with the entire board. It may be necessary again to make difficult decisions. I believe the board as a whole should ALWAYS have the schools best interest in mind. If the situation can't be corrected it may be necessary to dismiss that person or persons.**

disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

Dave Doyle is known by both myself and my husband. He was an educator we both have had.

Nansi Custer is an acquaintance of both myself and my husband for many years.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

We live in a small community; I am familiar with several teachers, aides, and staff throughout the Rush County School System.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Mays Community Academy
2. Full name: Deanna Renea Disney
Home Address: 943 E 900 N, Mays, IN 46155
Business Name and Address: N/A

Telephone No.: 765-570-4238
E-mail address: deannadisney@broadbandnetworks.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **I have gained custody of two children, 7 and 3, and I have interest in additional educational option in our area and keeping our community together so they can benefit from the same great education and environment my son received through his education at Mays.**
6. What is your understanding of the appropriate role of a public charter school board member? **To help develop the school's purpose, education goal, mission and vision for future students. To site on an oversight committee to verify public funding is received and distributed correctly through the above purpose and mission.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While in college, I served on Student Congress for 3 years, was Student Government President at Harlaxton College (Study abroad program) and sat on the Finance and Budget Committee for 2 years which distributed and oversaw student funds. Previously I held the position of Vice-President and President of the Mays PTO.
8. Describe the specific knowledge and experience that you would bring to the board. As a parent, a former substitute teacher and President of the PTO, I have seen and understand different aspects of what is needed to educate and motivate our children. I understand that there needs to be a bridge between the home and the school, and open communication is key.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **The goal will be to instill the love of learning, to allow a child to excel at their pace in a place-based curriculum environment. We will use the resources we have in and around our school.**
2. What is your understanding of the school's proposed educational program? **The place-based education will allow us to utilize the local community and environment as a starting point to teach. Emphasizing hands-on, real-world learning experience.**
3. What do you believe to be the characteristics of a successful school? **Student who are excited to learn, who will have the opportunity to express themselves, who are not afraid to try and realize it is okay to fail, that you must try again. The school must have a strong staff, a qualified school leader, qualified teacher and a Board of Directions that listens. As stated before, communication will be key from the Board, to staff, to teachers and to the home.**
4. How will you know that the school is succeeding (or not) in its mission? **A successful school can be measured by test scores, not only as a whole, but per individual statistics. A child entering 5th grade at a 2nd grade reading level, may not show growth past 5th grade level, but if score shows they have been able to reach 5th grade level, that is a success.**

Governance

1. Describe the role that the board will play in the school's operation. **The board will oversee the financial responsibility of the school, verify the school is staying in compliance with the charter agreement, oversee the operations of the school, recommend policy when needed and open a bridge of communication between the school and community.**
2. How will you know if the school is successful at the end of the first year of operation? **At the end of year one, the school will be successful if there is growth with the students, facility and community. We are trying to open the school as is, serving grade K - 6 and not building a grade each year, but going in with the goal to serve**

K-6, by beginning able to offer this option we can retain current students and keep our community together, thus a success. Having our classes full, hitting our test scores that will also be a sign of success.

3. How will you know at the end of four years if the school is successful? **Within four years several of our students will have transitioned into Jr. High and High School, if our children are at the top of the class that will be a sign of success, if we outperform the surrounding schools that will be a sign of success. Financially that our budget is meet each year and not in a negative cash flow. Those are items we can see and review. Facts that will be on paper. But at the end of four years I will know our school is a success when our children are happy to wake up to go to school each day. When they are excited to learn and not just memorize.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **I am going to go back to communication; I feel communication is the key to any successful organization. Facility, parents and students must feel their voice is important and heard, this is a community school, and communication is key. As a board, we will help with communication and open doors. We will also monitor school performance and budget. Figure out as a whole what we can do to help in the education of our students.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Bring the matter in front of the board and discuss the concern. Come up with a solution and rectify the situation. If it is an unethical matter and the board is unwilling to fix the situation, outside parties may need to be informed depending on the matter of the violation.**

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

Greg Jarman is also employed with BBN/Watch Communications

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

We live in a small community; I am familiar with several teachers, aides, and staff throughout the Rush County School System.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Deanna R. Disney, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Mays Community Academy Charter School is true and correct in every respect.

Deanna R. Disney
 Signature

3-15-15
 Date

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
8. Describe the specific knowledge and experience that you would bring to the board. I have been serving on various boards and formative committees since 1989, in the roles of member and officer. As a broadcast journalist, I have been covering and coordinating education-related coverage in Indiana since that same time, particularly via my work at WFYI and **Inside INdiana Business with Gerry Dick**. I am a parent of former Mays students, having purchased our home so our as-yet-unborn children would be able to attend that school. I currently have one child in a charter school and another prepared to attend (Herron High School, Indianapolis).

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? That a partnership between parents, students, teachers, administrators, and community can create an excellent educational opportunity available to all.
2. What is your understanding of the school's proposed educational program? To continue the Mays tradition of excellence in education while nurturing a well-rounded student.
3. What do you believe to be the characteristics of a successful school? A broad, exciting curriculum that inspires children to learn in a safe environment, operated by a staff that knows how to make the most of what it has while cultivating parental input.
4. How will you know that the school is succeeding (or not) in its mission? Parents and students will be the first gauge, paired equally with students' academic assessments. Mays has a long tradition of educational excellence. Local parents will expect that excellence to continue.

Governance

1. Describe the role that the board will play in the school's operation. As a voting body and the governing representation of the by-laws by which the school operates. As the agent for change when necessary and as an oversight committee to keep the school on the path agreed upon by the creating parties.
2. How will you know if the school is successful at the end of the first year of operation? Parents and other community members will be quick to let the board know how they feel about student success and overall function of the operation. Our hope would be that academic assessments would continue to remain high.
3. How will you know at the end of four years if the school is successful? Maintenance of high academic standards and an overabundance of families wanting to enroll their children based on the school's reputation.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? We'll need to demonstrate that we are listening to the families of our students, that we are transparent in our procedures, and that we are cohesive in our decision-making.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would start by taking my concerns to board leadership, while simultaneously determining the most appropriate, legal course of action.

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes *We are mutual - know most.*
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Shannon Dawson, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Mays Community Academy Charter School is true and correct in every respect.

Shannon Dawson
Signature

3/13/15
Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Mays Community Academy
2. Full name: Gregory A. Jarman
Home Address: 318 West Foster Heights Road, Rushville, IN 46173
Business Name and Address:
Watch Communications 807 S. State Road 3, Rushville, In 46173

Telephone No.: 317-430-4878
E-mail address: gajarman@gmail.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school?

I have been in Rush County for 50 years and have respected the educational quality at Mays. I would like to assist the school to continue to provide a quality education through the use of technology.
6. What is your understanding of the appropriate role of a public charter school board member? To provide leadership, direction, and fiscal responsibility to the school for the sole purpose of educating our youth.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I have served on multiple corporate boards in the past. I am currently on the Ivy Tech Advisory Council and President of the Main Street Christian Church board.
8. Describe the specific knowledge and experience that you would bring to the board.
I have been the technical leader of multiple companies over the last 30 years. I bring an understanding of Networks, Computers, Internet, Security, Video Surveillance that can be used to benefit the school. I have worked for Internet Companies providing connectivity to schools via the E-Rate program since its inception.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
To provide a quality, safe, and loving education to children in K – 6 grades.
2. What is your understanding of the school's proposed educational program?
My understanding is that it is a place based education providing hands on opportunities for children.
3. What do you believe to be the characteristics of a successful school?
A successful elementary school is loving, respectful, challenging and passionate. It has the involvement of parents that maintains those same characteristics.
4. How will you know that the school is succeeding (or not) in its mission?
Test scores are the easy answer. Unfortunately it is more complex than that. To achieve our mission, we need to see our students with good grades and a passion for school. We will know we are successful when the grades are quality and the passion is strong.

Governance

1. Describe the role that the board will play in the school's operation.
To provide financial guidance and responsibility. To lead by example by operating in a respectful and caring way to each other. To provide guidance to the School Director in all ways as needed.
2. How will you know if the school is successful at the end of the first year of operation?
I believe we are successful if we have met the needs of the children's education while still providing teachers with a measured and quality working environment. All while adhering to an approved budget.
3. How will you know at the end of four years if the school is successful? An ever increasing enrollment without unwanted teacher turnover, and test scores that make this school a Grade "A" school.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Establish an achievable budget and manage with financial diligence.

Establish quality technology with safe and secure qualities
Diligently engage in student recruitment.
Engage community support
Recruit the best teacher and reward them appropriately.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would first confront the board member with my concerns, then elevate to the board if confirmed.


Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
Deanna Disney and I work at the same company. I am familiar with most of the board members as this is a small community. Michele Sprinkle did some accounting work with the company I worked for 20 years ago. David Doyle and Fred Smith were school employees when my children attend RCHS and Benjamin Rush Junior High School.
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
As there are no employees currently employed by MCA – it is premature. I am aware of employees of the current Mays School.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Greg Jarman, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Mays Community Academy Charter School is true and correct in every respect.



 Signature

3-19-2015

 Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Mays Community Academy
2. Full name: Nansi Ann Custer
Home Address: 2028 East 800 North, Rushville, IN 46173
Business Name and Address: N/A

Telephone No.: 765-969-2215
E-mail address: ncuster@bbnwireless.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☐ Does not apply to me. ☒ Yes
5. Why do you wish to serve on the board of the proposed charter school?
I feel that it is paramount to our rural community, that we continue to provide an Educational facility for our children, within our rural community.
6. What is your understanding of the appropriate role of a public charter school board member?
I believe a charter board member serves many roles, especially in the formation of a rural charter school. The board must establish and maintain high standards, and expectations from it's staff, students , and most importantly from myself as a board member. As a board member , and a steward of public funds, I will be responsible to ensure the financial, logistical and communities needs are met for our school. I will be responsible to ensure the future and

success of the school. I will be entrusted with the most precious gift someone has to offer, their child. I pledge to accept these responsibilities, and work diligently for success in all areas.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on numerous boards in my lifetime. I have served on not for profit boards of the Mays Community Park, Raleigh Fire Department, Alex Workman Memorial Fund for Autism, as well as serving in roles related to local, state and federal government finance

8. Describe the specific knowledge and experience that you would bring to the board.

I have a broad range of knowledge on many subjects. I feel that my life/work experience will give me the ability to contribute in many areas as we create the learning environment that our rural community is trying to establish.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

We will provide a unique learning alternative to many traditional public schools. We will teach to the child, we will give them the ability to learn in the areas around our school. We will instill a lifetime of knowledge and the love of learning.

2. What is your understanding of the school's proposed educational program?

The Mays Community Academy has chosen place based learning. I am very excited about this style of learning. It's more hands on, it allows the teacher to use his or her skills to enrich the learning process. I believe our students will be more engaged in learning, and our teachers will be happy because they are getting to be creative while educating our kids.

3. What do you believe to be the characteristics of a successful school?

I believe it is successful when you walk in the door and it feels like being at home with your family. I think that our past success is based on that sole premise. The current Mays Elementary School has always performed above our corporations other schools academically. We don't have "smarter" students, or "better" teachers. We face the same social and economic circumstances. I believe that our past success is directly tied to the "family" that our staff, students, parents and community feel towards our school. It creates a unique learning environment where our students flourish. I want to continue that in our charter school.

4. How will you know that the school is succeeding (or not) in its mission?

I will know we are succeeding if the kids are happy to come to school everyday. I will know we are succeeding when our teachers and staff are excited to come to work, and don't think of it as "work". I will know we are succeeding every time I see a parent smile with pride as their child grows and learns within our building. I will know we are succeeding when our rural community continues to support us in our projects. I will know we are succeeding, when because of all the things I just mentioned, our test scores are high. I will know that we need to access those things I mentioned, if our scores were to drop.

Governance

1. Describe the role that the board will play in the school's operation.

The normal responsibilities, financial, legal, required reporting and general oversight of the school. While all that is important, our most important role to a successful school is listening to parents, teachers and students and ensuring that we as a board are providing what they need for the best education of the children. I feel that it is important that we are meeting their needs, and addressing their concerns. Ultimately that will result in a better learning environment and academic performance.

2. How will you know if the school is successful at the end of the first year of operation?

I think the key to that is not waiting until the end of the year. Success needs to be measured daily. Shortfalls or issues need to be addressed and dealt with immediately. Achievements and success, also need to be acknowledged immediately. I believe that if we do that, we can measure our success at the end of the year by looking at our growth. I believe that growth can be measured in many ways, personal, professional, academic, enrollment and community support.

3. How will you know at the end of four years if the school is successful?

I will think it will be important to look at several areas. If the parents feel that their children have not only achieved academic success, but excelled. If the children that have moved on to Jr. High were prepared and are excelling due to the educational foundation that we were able to give. If we have been a good partner to our rural community. If we have supported and encourage professional development throughout the entire staff. If we have achieved those things, I would deem it success.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

Ensure financial and academic responsibility. Maintain a high level of commitment to parents, staff, students and the community. Actively take a lead role in our rural community to build social and economic growth whenever possible. I think it's important to make sure that our community knows that we are as proud of them, as they are of our school. Foster relationships with surrounding communities. Ensure high standards of overall excellence, and serve as a role model for K-6 education.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would discuss the actions that had occurred and make sure they realize their actions may be detrimental to the school and request that corrections take place. I may also contact the board attorney and have the attorney speak with them as well. If it were a major violation that would lead to criminal offenses, I would contact the appropriate authorities immediately.



Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:
Mays Community Academy
2. Full name: Deanna Renea Disney
Home Address: 943 E 900 N, Mays, IN 46155
Business Name and Address: N/A

Telephone No.: 765-570-4238
E-mail address: deannadisney@broadbandnetworks.com
3. Brief educational and employment history. (No narrative response is required if resume and professional biography are attached to the application)
☒ Resume and professional biography are provided.
4. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation.
☒ Does not apply to me. ☐ Yes
5. Why do you wish to serve on the board of the proposed charter school? **I have gained custody of two children, 7 and 3, and I have interest in additional educational option in our area and keeping our community together so they can benefit from the same great education and environment my son received through his education at Mays.**
6. What is your understanding of the appropriate role of a public charter school board member? **To help develop the school's purpose, education goal, mission and vision for future students. To site on an oversight committee to verify public funding is received and distributed correctly through the above purpose and mission.**

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
While in college, I served on Student Congress for 3 years, was Student Government President at Harlaxton College (Study abroad program) and sat on the Finance and Budget Committee for 2 years which distributed and oversaw student funds. Previously I held the position of Vice-President and President of the Mays PTO.
8. Describe the specific knowledge and experience that you would bring to the board. As a parent, a former substitute teacher and President of the PTO, I have seen and understand different aspects of what is needed to educate and motivate our children. I understand that there needs to be a bridge between the home and the school, and open communication is key.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? **The goal will be to instill the love of learning, to allow a child to excel at their pace in a place-based curriculum environment. We will use the resources we have in and around our school.**
2. What is your understanding of the school's proposed educational program? **The place-based education will allow us to utilize the local community and environment as a starting point to teach. Emphasizing hands-on, real-world learning experience.**
3. What do you believe to be the characteristics of a successful school? **Student who are excited to learn, who will have the opportunity to express themselves, who are not afraid to try and realize it is okay to fail, that you must try again. The school must have a strong staff, a qualified school leader, qualified teacher and a Board of Directions that listens. As stated before, communication will be key from the Board, to staff, to teachers and to the home.**
4. How will you know that the school is succeeding (or not) in its mission? **A successful school can be measured by test scores, not only as a whole, but per individual statistics. A child entering 5th grade at a 2nd grade reading level, may not show growth past 5th grade level, but if score shows they have been able to reach 5th grade level, that is a success.**

Governance

1. Describe the role that the board will play in the school's operation. **The board will oversee the financial responsibility of the school, verify the school is staying in compliance with the charter agreement, oversee the operations of the school, recommend policy when needed and open a bridge of communication between the school and community.**
2. How will you know if the school is successful at the end of the first year of operation? **At the end of year one, the school will be successful if there is growth with the students, facility and community. We are trying to open the school as is, serving grade K - 6 and not building a grade each year, but going in with the goal to serve**

K-6, by beginning able to offer this option we can retain current students and keep our community together, thus a success. Having our classes full, hitting our test scores that will also be a sign of success.

3. How will you know at the end of four years if the school is successful? **Within four years several of our students will have transitioned into Jr. High and High School, if our children are at the top of the class that will be a sign of success, if we outperform the surrounding schools that will be a sign of success. Financially that our budget is meet each year and not in a negative cash flow. Those are items we can see and review. Facts that will be on paper. But at the end of four years I will know our school is a success when our children are happy to wake up to go to school each day. When they are excited to learn and not just memorize.**
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? **I am going to go back to communication; I feel communication is the key to any successful organization. Facility, parents and students must feel their voice is important and heard, this is a community school, and communication is key. As a board, we will help with communication and open doors. We will also monitor school performance and budget. Figure out as a whole what we can do to help in the education of our students.**
5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? **Bring the matter in front of the board and discuss the concern. Come up with a solution and rectify the situation. If it is an unethical matter and the board is unwilling to fix the situation, outside parties may need to be informed depending on the matter of the violation.**

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes

Greg Jarman is also employed with BBN/Watch Communications

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

We live in a small community; I am familiar with several teachers, aides, and staff throughout the Rush County School System.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
☒ Does not apply to me, my spouse or family. ☐ Yes
9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. ☒ None ☐ Yes

Certification

I, Deanna R. Disney, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Mays Community Academy Charter School is true and correct in every respect.

Deanna R. Disney
 Signature

3-15-15
 Date

Charter School Board Member Information Form

(To be completed individually by each proposed charter school board member. All forms must be signed by hand.)

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, BSU requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve:

Mays Community Academy

2. Full name: David H. Doyle

Home Address: 1208 North Perkins, Rushville, IN 46173

Business Name and Address: N/A

Telephone No.: 765-932-5365

E-mail address: fddoyle@frontier.com

I am not familiar with this concept at this time, but it is my understanding that this type of curriculum will allow each student to work at their own pace and make the educational process more enjoyable for the students and the staff.

2. What is your understanding of the school's proposed educational program?

The school will utilize the resources in the community to enhance the educational process. This will allow the citizens in the community to be actively involved in the students' development and the students to gain respect for their community.

3. What do you believe to be the characteristics of a successful school?

Successful schools instill students with a healthy self-respect, confidence, respect for others, honesty, understanding, tolerance, and self-worth.

4. How will you know that the school is succeeding (or not) in its mission?

I've been in education long enough to know that this is very difficult to measure. Test scores are a way of measuring academic achievement, but test scores are only one small part of the equation. Every student is an individual and each one has different abilities and talents. I always tried to measure success by those students who developed into happy and productive citizens, and that takes several years.

Governance

1. Describe the role that the board will play in the school's operation.

The board should manage the finances and support the staff.

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
I / we do not know any such employees. Yes

I taught almost 30 years for Rush County Schools so I know several school employees.

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

X I / we do not know any such persons. Yes

I don't know anything about this at this time.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

X I / we do not anticipate conducting any such business. Yes

My wife retired as an elementary music teacher. She is an excellent teacher and would be a wonderful addition to the staff, but at this time I have no idea if she would consider the position .

5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

No

6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A I / we have no such interest. Yes

No

7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A X I / we or my family do not anticipate conducting any such business. Yes

No

8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

X Does not apply to me, my spouse or family. Yes

No

9. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. X None Yes

None

Certification

I, David H Doyle, certify to the best of my knowledge and ability that the information I am providing to the Ball State University Office of Charter Schools as a prospective board member for Mays Community Academy Charter School is true and correct in every respect.

David H. Doyle

Signature

03/18/15

Date

CONFLICT OF INTEREST POLICY
FOR
Northern Rush County Schools, Inc.

Article I

Purpose

The purpose of the conflict of interest policy is to protect Northern Rush County School's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;

b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or

c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or not a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII

Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

CONFLICT OF INTEREST POLICY
FOR
Northern Rush County Schools, Inc.

Article I

Purpose

The purpose of the conflict of interest policy is to protect Northern Rush County School's (the "Organization") interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

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- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

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a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

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The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether or not a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

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Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI
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- a. Has received a copy of the conflict of interest policy,
- b. Has read and understands the policy,
- c. Has agreed to comply with the policy, and
- d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Article VII
Periodic Reviews

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Attachment 16

Educational Service Provider

TERM SHEET

Parties:

Indiana Charters LLC, an Indiana domestic limited liability Educational Services Provider doing business at 17054 Kirkland Dr., Westfield, Indiana 46074, (the "Educational Services Provider") and Northern Rush County School Corporation / Mays Community Academy, Inc, an Indiana domestic non-profit corporation located at 2028 East 800 North, Rushville, IN 46173 (the "Organizer")

Service Charge:

Pre-operational:	\$45,000
Year one:	\$106,000
Year two:	\$93,000
Year three:	\$76,000

Services Provided:

Pre-Operational: Educational Service Provider will, under the direction of Organizer, manage and oversee start-up processes as outlined in the charter agreement, required by the authorizer, Indiana Department of Education, and all state and federal laws pertaining to the operation of a charter school in Indiana.

Year One: Under the direction of Organizer, Educational Services Provider will provide the following services:

Bookkeeping and Accounting: Full bookkeeping payroll and accounting services will be provided. All software, forms, and components of the accounting system will be State Board of Accounts (SBOA) compliant and, more importantly, will be property of Organizer. Monthly management reports, including a statement of net assets, statement of revenue and expenditures, actual vs. budget analysis, and cash flow projections, will be provided to school leadership and the board. Educational Service Provider will assist in the selection of a qualified CPA for the annual audit and review. An experienced and qualified **charter school business manager** will work directly with the Educational Service Provider's bookkeeper, school administration, Organizer and it's CPA to ensure financial compliance and viability. Business manager will attend board meetings and report directly to the board on a monthly basis.

All processes will require at least three different individuals to be involved from the beginning to the end of each business transaction. Indiana Charters will provide qualified individuals to either carry out all accounting functions and provide training and oversight to school staff. All transactions will require the approval of the Indiana Charters bookkeeper and business manager. In addition, the school's designee will approve all transactions. Finally, the Organizer's board of directors will approve all transactions through public meeting on a monthly basis.

If the Organizer elects to use credit accounts for travel and emergency situations, statements will be examined and verified monthly by both Indiana Charters and the Organizer's designee. Credit card transactions expected to be above \$250.00 must be pre-approved by the business manager, and Organizer's designee must review the log monthly.

Grant Management: On behalf of Organizer, will apply for and manage state, federal and private foundation grants including reporting, compliance and cash flow management.

Special Education Director: Will work both onsite and through digital communications to ensure that the school's special education program provides necessary services for students with disabilities. He/she will work with the school's special education teacher(s) parents, general education teachers, instructional assistants, and administrators to develop and implement individualized education plans to meet the needs of students with disabilities; and ensure compliance with all federal, state and school special education requirements.

Registrar / Student Information System / Management: Will setup and maintain Organizer's student information system working directly with school's administration and staff to manage all student records in accordance with FERPA. On behalf of organizer, will compile and report data as required by the IDOE, authorizer.

Administrative Assistance and Mentoring: Will provide experienced administrative support both onsite (2 days weekly, tapering to one day as appropriate) with 24 hour access in emergency situations.

Year two and year three: The contract will be updated to reflect the most efficient and effective use of Organizer's resources.

Organizer Power and Responsibilities / Conditions for Renewal:

Although it is the will of both parties to maintain the contractual relationship through the first three years of the school's operation, Educational Service Provider performs its duties under the direction of, and at the will of Organizer. As specified in the contract, Organizer may terminate the contract for any reason by notifying the other party in writing 60 days prior to the

termination date. At any time, Organizer may extend the term of the contract during the third year of operation.

Evaluation: Organizer shall evaluate the performance of Educational Service Provider at least annually and presented at a public board meeting before June 30 of each operational year. Evaluation measures shall include, but not be limited to 1) performance of duties as outlined in contract 2) school performance as measured by charter agreement with authorizer 3) financial performance and compliance 4) administrative support 5) Communication with board and administration.

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INDIANA CHARTERS LLC EDUCATIONAL SERVICES PROVIDER AGREEMENT:

This Agreement ("Agreement") is made and entered into as of the _____ of _____, 20__ by and between Indiana Charters LLC, an Indiana domestic limited liability Educational Services Provider doing business at 17054 Kirkland Dr., Westfield, Indiana 46074, (the "Educational Services Provider") and Northern Rush County School Corporation / Mays Community Academy, Inc, an Indiana domestic non-profit corporation located at 2028 East 800 North, Rushville, IN 46173 (the "Organizer").

Recitals

Whereas, Northern Rush County School Corporation / Mays Community Academy, Inc is a charter school Organizer under Indiana Code 20-24-1-7 and wishes to obtain the services of an Educational Services Provider to assist it in obtaining authorization to operate a charter school in the State of Indiana, specifically Northern Rush County School Corporation / Mays Community Academy, Inc and to provide further consultative and support services during the pre-opening phase and its first three (3) years of the school's operation; and

Whereas, Indiana Charters LLC is an Educational Service Provider under Indiana Code 20-24-1-6.1 and is qualified to provide the services needed by the Organizer and agrees to render these services pursuant to the terms of this Agreement.

THEREFORE, consideration of the mutual promises set forth in this contract, it is agreed by and between the Educational Services Provider and the Organizer as follows:

1. Retention of Educational Services Provider; Description of Services

Effective as of the date of this Agreement, Organizer shall retain the services of Indiana Charters LLC as an Educational Services Provider, and Indiana Charters LLC hereby accepts such relationship, upon the terms and conditions set forth in this Agreement. Indiana Charters LLC will perform consulting and advisory services on behalf of the Organizer with respect to all matters relating to or affecting the Organizer's efforts to obtain authorization under Indiana Code §20-24 *et seq.* to operate a charter school to be known as Mays Community Academy and to be located in the town of Mays, State of Indiana. As Educational Services Provider, Indiana Charters LLC shall further perform financial, administrative, and general operational support services on behalf of the Organizer during the first three (3) years of said charter school's operation.

Specifically, as Educational Services Provider, Indiana Charters LLC agrees to provide the following services and act in the identified administrative capacities as may be needed by the Organizer during the authorization process and the first three (3) years of Mays Community Academy's operation:

A) Financial Services: business management support, bookkeeping, accounting, grant writing, grant compliance support, facilities procurement assistance, facilities management assistance, and fiscal efficiency studies and recommendations

B) Administrative Services: special education director; business manager mentor; interim administrator; administrative mentoring; state, federal and authorizer accountability reporting; student information services and record management, and expulsion hearing examiner as needed

C) General Operational Support Services: board policy creation/review; board training; student handbook creation, student handbook review, marketing assistance, vendor studies and reports, school climate audits, charter proposal support, technology needs assessment; school development plans; performance management support, and strategic planning

2. Compensation

The Educational Services Provider will provide Organizer with monthly invoices for services rendered under this Agreement. Organizer shall pay the total balance of each invoice within fifteen (15) days of receipt.

The Educational Service Provider will work cooperatively with the Organizer to lower total operational costs between operational years one and three. Rates will be reassessed at least annually, or at the request of either party, based on the needs of the Organizer and progress of training and mentoring activities. The following rates will apply until adjusted through mutual agreement of the Educational Service Provider and Organizer:

<i>Pre-operational:</i>	<i>\$45,000</i>
<i>Year one:</i>	<i>\$106,000</i>
<i>Year two:</i>	<i>\$93,000</i>
<i>Year three:</i>	<i>\$72,000</i>

2.1. Expenses

In addition to the compensation specified in Section 2.1, Educational Services Provider will be reimbursed for all travel and related expenses incurred as result of its performance of the consultancy and support services described in this Agreement. Such travel and living expenses shall be reimbursed monthly so long as Educational Services Provider provides Organizer with

invoices for such expenses, and such supporting information or receipts as Organizer reasonably requests, prior to the date of payment.

3. Term, Termination for the Denial of Authorization, & Renewal

The parties hereto contemplate that this Agreement will run from the date hereof, and for the first three (3) years of said school's operation. The parties may renew this Agreement for an additional period of one (1) year at any time during *Organizer's* third (3rd) year of operation. Termination of this Agreement under Section 3 or Section 3.1A or B shall not affect the provisions of Section 4, which provision shall survive any termination in accordance with their terms.

3.1 Early Termination

A. Notwithstanding anything to the contrary in Sections 3 and 3.1B & C, this Agreement may be terminated by the Organizer at any time by providing written notice to the Educational Services Provider at least sixty (60) days before the desired termination date.

B. Notwithstanding anything to the contrary in Sections 3, 3.1A, and 3.1C, this Agreement may be terminated at any time, without notice, upon the bankruptcy or dissolution of either party.

C. Notwithstanding anything to the contrary in Sections 3 and 3.1A-B, this Agreement may be terminated by the Educational Services Provider at any time upon the Organizer's failure to pay any amount of compensation due under this Agreement within fifteen (15) days of the established due date. The Educational Services Provider shall provide Organizer written notice of termination under this Section 3C within ten (10) days of deciding to exercise such right.

If the Educational Services Provider relationship is terminated for any of the reasons set forth in Sections 3 and 3.1A- C, the Educational Services Provider shall be entitled to recover any outstanding compensation due to it for services rendered prior to the date notice of termination is provided.

4. Confidential Information

A. As used in this Agreement, the following words, terms, and phrases shall have the meanings set forth below:

(1) "Confidential Information" shall mean and include any and all Information (as defined in this Agreement) of the following types: (a) business or financial information, financial statements, projections, business plans, or strategic or marketing plans, market studies, or analyses; (b) cost and expense information, pricing and discount information, gross or net profit margins, or

analyses; (c) technical data, specifications, computer software (including both source code and object code or “executable” software), databases, and database designs; (d) processes, transactions, and transaction procedures; (e) production data, shop drawings, engineering studies or reports, feasibility studies or manufacturing studies, parts lists, product specifications, identity of suppliers or terms of supply agreements or arrangements, production procedures, trade secrets, or secret or proprietary processes and formulae; (f) marketing and customer data (including, but not limited to, identity or demographic analyses of customers), focus group reports, “shopping” reports, and marketing or advertising studies; (g) terms, conditions, provisions, or obligations of any contracts or agreements to which Educational Services Provider or Organizer is a party or to which any of its assets are subject, or the identity of any Person who is a party to any contract or agreement with Educational Services Provider or Organizer; (h) procedural or operational manuals, employee manuals, training manuals, or programs; (i) the identity of any employee of Educational Services Provider or Organizer, and the compensation, benefits, or terms of employment of any such employee; and (k) such other information of or regarding Educational Services Provider and Organizer that Educational Services Provider or Organizer actually maintains as confidential or proprietary; provided, however, that such information shall be deemed confidential only to the extent that it (a) has not been previously disclosed to the public, or (b) is not ascertainable from public or published information or trade sources, or (c) is not subsequently publicly disclosed (other than by a violation of this Agreement). Any Information that is marked or otherwise identified as “Confidential Information” at the time of Disclosure shall be presumed to be Confidential Information for the purposes of this Agreement.

(2) “Information” shall mean and include any data or information Disclosed (as defined in this Agreement) in the form of (a) any written information, reports, documents, books, notebooks, memoranda, charts, or graphs; (b) computer tapes, disks, CD-ROM, files, or other mechanical or electronic media; (c) oral statements, representations, or presentations; (d) audio, visual, or audio-visual materials or presentations, including audiotapes, videocassettes, laser discs, or CDs; and (e) any other documentary, written, magnetic, or other permanent or semi-permanent form.

(3) “Disclose” or “Disclosure” shall mean and include any delivery, transmittal, presentation, or representation of Information, by any Person to any other Person.

(4) “Person” shall mean and include any individual or natural person, corporation, trust, proprietorship, partnership, limited partnership, joint venture, limited liability company, limited liability partnership, or any other entity.

B. Organizer agrees to retain and maintain in strict confidence, and to require its agents, employees, independent contractors, and advisors to retain in confidence, any and all Confidential Information of Educational Services Provider. Organizer agrees that, without the prior express written consent of Educational Services Provider, Organizer shall not, either directly or indirectly,

individually or in concert with others: (1) Disclose any such Confidential Information to any other Person; (2) use any such Confidential Information for the benefit of any Person other than Educational Services Provider; or (3) permit any Confidential Information to be Disclosed to or used by any Person other than Educational Services Provider.

C. Organizer expressly agrees and acknowledges that the obligations of Organizer pursuant to this Section 4 shall continue, notwithstanding the expiration of this Agreement, the completion of the services, and/or any termination of this Agreement by either Organizer or Educational Services Provider, so long as Organizer, or any agent, employee, independent contractor, or advisor of Organizer, has any knowledge, possession, or control of, or access to, any Confidential Information of Educational Services Provider. Upon the completion of the services, or any other termination or expiration of this Agreement, for any reason, Organizer shall, if required to do so by Educational Services Provider, promptly return to Educational Services Provider (without retaining copies, in any medium) any and all Confidential Information of Educational Services Provider in the possession or control of Organizer.

D. The obligations placed on Organizer under Section 4B & C in regard to the Confidential Information of the Educational Services Provider shall apply in equal part and identical form to the Educational Services Provider in regard to the Confidential Information of the Organizer.

5. Delinquent Compensation

Compensation due under this Agreement shall be paid by Organizer within fifteen (15) days of the established due date. If Organizer fails to pay compensation within this timeframe, a late fee of \$15/day will accrue for each day any amount of the delinquent balance remains outstanding. If the Educational Services Provider has to obtain the services of a collection agency and/or initiate litigation to collect delinquent compensation under this Agreement, the Organizer shall be liable for all related costs, including collection costs, reasonable attorney fees, and court costs as may be incurred as a result of such action.

6. Assignment and Successors

Educational Services Provider may assign any or all of its rights and duties under this Agreement at any time and from time to time without the consent of Organizer. Organizer may not assign any of its rights or duties under this Agreement without the prior written consent of Educational Services Provider. The parties agree that this Agreement shall be binding upon the successors of each party and shall inure to the benefit of, and be enforceable by, such successors, and any officers or directors thereof.

7. Governing Law

The parties agree that this Agreement shall be governed by, and construed in accordance with, the laws of the State of Indiana.

8. Notices

Any notices to be given under this Agreement shall be in writing, sent by registered or certified mail, postage prepaid, return receipt requested, or by telegram or facsimile followed by a confirmation letter sent as provided above, addressed to such party as follows:

(a) Notices to the Educational Services Provider:

17054 Kirkland Dr.

Westfield, Indiana 46074

Attn.: Kevin L. Davis

(b) Notices to Organizer:

Northern Rush County School Corporation

2028 East 800 North

Rushville, Indiana 46173

Attn.: Nansi Custer

Notices sent in accordance with this Section shall be deemed effective on the date of dispatch. Any changes in the information set forth in this Section shall be upon notice to the other party delivered in the manner set forth above.

9. Entire Agreement

This Agreement constitutes the entire understanding between the parties, and supersedes all prior agreements and negotiations, whether oral or written. There are no other agreements between the parties, except as set forth in this Agreement. No supplement, modification, waiver, or termination of this Agreement shall be binding unless in writing and executed by the parties to this Agreement.

10. Indemnity

Except for claims arising from the Educational Services Provider's reckless or intentional breach of Section 4 of this Agreement, the Organizer shall indemnify, release, and hold harmless the Educational Services Provider from any claim or liability whatsoever arising from the Educational Service Provider's activities in delivering services under this Agreement. Except for those claims arising from the intentional or reckless breach of Section 4, the Organizer shall defend, at its costs, against all claims of liability of any kind whatsoever asserted against the Educational Services Provider by any third party as a result of the Educational Services Provider's provision of services under this Agreement.

11. Severability

All agreements and covenants herein contained are severable. In the event that any provision of this Agreement should be held to be unenforceable, the validity and enforceability of the remaining provisions hereof shall not be affected thereby. Any court construing this Agreement is expressly granted the authority to revise any invalid or unenforceable provision hereof in order to render same enforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement at *[location]* the day and year first above written.

Organizer

Service Provider

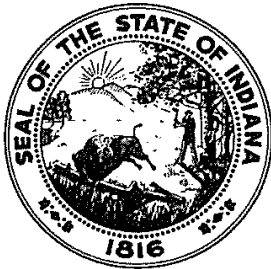
Witness

The Indiana Secretary of State filing office certifies that this copy is on file in this office.

State of Indiana
Office of the Secretary of State
CERTIFICATE OF AMENDMENT
of
INDIANA CHARTERS LLC

I, Connie Lawson, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Domestic Limited Liability Company (LLC) has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, December 02, 2014.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, December 02, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2014061300075 - 2014120200984

Mays Community Academy

Classroom Observation For

Teacher Evaluation _____

Date of Observation _____

Peer Observer _____

This form is designed for an open ended observation. It is not intended to go into a teacher's permanent file. This is a tool to be used in conjunction with the RISE Evaluation Form.

1. Development of learning objectives:

- Are objectives for the class given verbally, written, or not at all?
- Are specific instructional outcomes used?
- Are objectives discussed at the end of class?

2. Selection and use of instructional materials:

- Do films, websites, and other audiovisual materials have a clear purpose?
- Are handouts appropriate in number and subject?
- Since the text may be pre-selected, does instructor give help with reading or using the text, if necessary?

3. Educational climate for learning:

- Are students AND teacher interested and enthusiastic?
- Does the instructor use student names?
- Is humor used appropriately?
- Does instructor not embarrass or belittle students in any way?
- Is the atmosphere of the classroom participative?
- Did the instructor have eye contact with students?

4. Variety of instructional activities:

- Does timing of classroom activities consider attention spans?
- Does instructor involve students in deciding what issues to discuss?

5. Preparation for class session:

- Provide examples that show preparation by instructor.

- Do students know what preparation (reading or other assignments) they should have completed prior to class?
 -
6. **Instructional methods:**
- List *instructor* activities.
 - Did the opening gain the class's attention? Did it establish rapport?
 - Did the opening outline the topic and purpose of the lecture?
 - Is the delivery paced to students' needs?
 - Does the instructor introduce topic, state goals, present material or activity effectively, summarize, and give assignment or suggest an idea to consider before the next class?
 - Could the instructor be seen and heard?
 - Were key points emphasized?
 - Were explanations clear to students?
 - Were examples, metaphors, and analogies appropriate?
 - Was the lecture stimulating and thought provoking?
7. **Opportunity for student participation:**
- List *students'* activities.
 - Does instructor encourage students to summarize and add to other' summaries?
 - Does instructor help quieter students interact with others?
8. **Individualization of instruction:**
- Are the emotional, physical, and intellectual needs of students met?
 - Does the instructor prompt awareness of students' prior learning and experiences?
 - Does the instructor offer "real world" application?
 - Is the instructor available before or after class?
 - Does the instructor relate class to course goals, students' personal goals, or societal concerns?
9. **Responsiveness to student feedback:**
- Is the instructor paying attention to cues of boredom and confusion?
 - Does the instructor encourage or discourage questions (dissension)?
 - Does the instructor provide students opportunity to mention problems/concerns with the class, either verbally or in writing?
10. **Learning difficulties:**
- Does a student need assistance for a temporary or permanent disability?
 - Are one or more students not motivated or unable to follow the class?
 - Does the instructor show favoritism?
 - Are students able to see visual aids?
 - Does one group dominate discussion and hinder others' participation?

Pre-Observation Notes:

Post Observation Notes:

- Gymnasium
- Air Conditioning 2011
- Physical Capacity for 300
- Fully Functioning Kitchen and Serving Area
- Equipped Playground

Attachment 22

**Start Up and Ongoing Operations
Mays Community Academy**

Month	Activity	Responsible Party	Complete
March 10	Determination of Closure	Rush County Board	☺
March 11	Begin Marketing Campaign – Dispel Myths on FB	MCA Board - IC	☺
March 14 - 15	Door to Door Student and Community Support	MCA Board and Parents	☺
March 16	Circulate Yard Signs	MCA Board Community	☺
March 17	Meet w/ Lawyer – Secure Board By-laws	MCA Board	☺
March 18	Community Meeting – School Open House	MCA Board	☺
March 19	Community Meeting	MCA Board	☺
March 20	Submit Application to Ball State	MCA Board	☺
March 21	Continue to Work on Acquisition of the Building	MCA Board	
March 23	Begin Search for Principal	MCA Board IC	
March 24, 31	Check Enrollment - Discuss Further Strategies for Recruitment if Necessary	MCA Board IC	Weekly Follow-up
March 25	Meet w/ IC Discuss Budget	MCA Board IC	
March 26	MCA Board Meeting	MCA Board IC	
April 1	Continue Marketing Campaign – Secure Radio Spot and Newspaper Article	MCA Board	
April 14	Rush County Board Meeting – Acquisition of Building	Rush County Board	
April 7,14,21,28	Check Enrollment Numbers	MCA Board or Designee	
April 7	Informational Meeting in Henry County	MCA Board IC	

April 8	Begin sending monthly updates to parents	MCA Board or designee	
April 9	Select Student Information System – Begin entering student data	MCA Board or designee	
April TBA	Interview with Ball State	MCA Board IC	
April – May	Finalize Building Acquisition with Mays Trustees and the Rush County School Board	MCA Board / Attorney	
April 15	Complete CSP Application	MCA Board IC	
April 20	Talk to potential vendors	MCA Board IC	
April 23	Board Meeting	MCA Board IC	
April 25	Narrow the principal search	MCA Board IC	
April 28	Review and update board policies	MCA Board, IC, Lawyer	
May 10	Contact local and state agencies for building permits	MCA Board, IC	
May 7, 14, 21, 28	Check Enrollment Numbers	MCA Board	
May 5	Finalize Student Handbook with Emergency Procedures, etc.	Principal	
May TBA	Board Training	MCA Board	
May 8	ID Students w/ IEP	Special Ed. Director (IC)	
May 20 - 22	Teacher / Principal Interviews	Interview Team	
June 1	Lottery – Fully Enrolled ☺	MCA Board - Designee	
June 10-15	Complete Staff Hiring	Interview Team	
June 11	Finalize HR contracts	MCA Board, IC	
June 15	Rooms Open to Teachers	Principal, MCA Board	
June 20	All School Barbeque	School Community	

June 21	Research Auditing Options	MCA Board and IC	
June 23	Team Building for Staff	Principal MCA Board	
June 15-26	Professional Development – Place-Based Curriculum	Principal – Outside Consultant	
July 15-17	Professional Development – EL, Reader/Writer Workshop, Differentiation	Outside Consultant	
July 18	Saturday Pig Roast – Families and Community Members – Ball State Friends	MCA Board	
July 21	All Occupancy Documents Complete	MCA Board, IC	
July 27	Teacher Orientation	Principal, IC	
Aug 3-4	Student Orientation	Principal	
Aug. 5	First Day for Students - Assembly Community	MCA Board, Principal	



PENCE BROOKS & SHEPHERD
INSURANCE *since 1905*

March 19, 2015

Northern Rush County School Corporation
Mays Community Academy
2028 E 800 North
Rushville, Indiana 46173
Attn.: Nansi Custer

RE: Charter School Insurance Requirements

Dear Nansi:

Pence Brooks & Shepherd Insurance has reviewed the insurance requirements contained within the charter school proposal documents for Ball State University. Provided Mays Community Academy receives a charter and we are fortunate enough to work with you as your insurance agent, Pence Brooks & Shepherd Insurance will ensure the school meets the guidelines as described in the following paragraphs.

General Liability will be offered at \$1,000,000 per occurrence and \$2,000,000 in the aggregate. Automobile Liability will be offered as Hired and Non-Owned Auto with a combined single limit of \$1,000,000, unless the school purchases autos. Sexual Molestation and Misconduct coverage will be offered at a \$1,000,000 limit that is separate from the General Liability Limits. School Leaders Errors and Omissions would also be offered at a separate \$1,000,000 limit. Finally, Employee Benefits Liability and Employment Practices Liability would be offered at \$1,000,000 limits. Workers Compensation and Employers Liability will be offered at \$500,000 each accident, each employee and policy limit.

In addition to these underlying liability limits, umbrella liability of \$2,000,000 would be procured in order to meet authorizer requirements.

All business personal property, computers, and any improvements to your building will be insured at full replacement cost with a deductible that meets the school's needs. Employee Dishonesty coverage will be procured at \$100,000 as well as a bond for the treasurer.

Certificates of Insurance, in a form satisfactory to the Chartering Authority, showing evidence of coverage will be provided to the Chartering Authority prior to the commencement of performance of a Charter Agreement. Throughout the term of this Charter Agreement, the sponsor will be provided updated certificates of insurance upon expiration of the current certificates.

802 East Main Street • Greenfield, IN 46140
PH (317)462-9204 • FX (317)462-7284
shepherdins.com



PENCE BROOKS & SHEPHERD
INSURANCE *since 1905*

March 19, 2015

Northern Rush County School Corporation
Mays Community Academy
2028 E 800 North
Rushville, Indiana 46173
Attn.: Nansi Custer
Page 2

Our agency is also prepared to assist you in procuring small group health insurance for your employees as well as a 403(b) retirement plan that can act as a compliment or alternative to the Teachers Retirement and Public Employee Retirement Funds.

Should you or anyone within the chartering authority have any questions regarding Mays Community Academy's ability to meet these coverage requirements, please feel free to contact me via phone or by e-mail.

Sincerely,

Derek Rogers
Sales Executive

NOTE-All expenditures for services provided by an EMO that are paid to the EMO beyond the EMO fees paid as % of Revenues (Cash In) must be identified in separate footnotes.

SCHOOL NAME: Mays Community Academy		DATES COVERED: Approval through July 31, 2015
INCOME		
Cash In -- Funding Source	Budget Amount	Description: Specific Source
State Grants (Please Describe)		
Other Grants (Please Describe)	\$ 125,000	Federal Passthrough from SEA
Investment Earnings		
Donations/Gifts (Please Describe)		
Other (Please Describe)		
* provide source and terms of all loans		
TOTAL CASH IN (INCOME)	125000	
EXPENSES		
Expenditure	Budget Amount	Description: Assumptions
Legal	\$ 5,000	As needed for building procurement and organizational development
Accounting and Consulting	\$ 50,000	Bookkeeping and accounting setup and prep, SIS setup and prep,
Filing		
Fundraising	\$ 5,000	Campaigns in Mays, Carthage, Knightstown
Marketing: Including Printing and Postage	\$ 5,000	Campaigns in Rushville, Carthage and Knightstown
Rent: Office Space and Utilities	\$ 2,000	
Supplies	\$ 20,000	
Equipment	\$ 20,000	Administrative computers and printers, teacher computers for training
Labor	\$ 10,000	Labor prior to state tuition support
Other (Please Describe)	\$ 8,000	Travel expenses, teacher training
TOTAL EXPENSES	\$ 125,000	

Projected Enrollment	165	School Name: Mays Community Academy	Dates Covered: July 1, 2016 - June 30, 2017										Minimum Enrollment for Financial Viability 125		
Carryover from first operational year	\$ 70,342		July	August	September	October	November	December	January	February	March	April	May	June	Total
Donations/Gifts (Please Describe)															
Food Service			\$ 4,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 3,500	\$ 5,000	\$ 5,000	\$ 5,000	\$ 4,000	\$ 5,000	\$ 1,500	\$ 48,000
Investment Earnings															
Loan From Common School Loan															
Other Grants (Please Describe)	CSF Year two implementation (\$100,000 to carry over for year 3)					\$ 100,000				\$ 25,000					\$ 125,000
State Grants (Please Describe)	Facility projected at \$500/ADM	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 6,667	\$ 80,000
State Tuition Support		\$ 83,667	\$ 83,667	\$ 83,667	\$ 83,667	\$ 83,667	\$ 83,667	\$ 83,667	\$ 85,333	\$ 85,333	\$ 85,333	\$ 85,333	\$ 85,333	\$ 85,333	\$ 1,014,000
Transportation															
Other (Please Describe)	Part B IDEA						\$ 5,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000		\$ 11,000
Other	Student Fees	\$ 1,500.0	\$ 2,000.0	\$ 3,000.0	\$ 500.0	\$ 500.0					\$ 500.0	\$ 500.0			\$ 8,500.0
TOTAL CASH IN (INCOME):		\$ 91,833	\$ 96,333	\$ 98,333	\$ 195,833	\$ 100,833	\$ 94,833	\$ 98,000	\$ 123,000	\$ 98,500	\$ 97,500	\$ 98,000	\$ 93,500		\$ 1,286,500
II. EXPENDITURES:															
A. Employee Salaries															
Director/Principal		\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 4,721	\$ 56,650
Assistant Principal	Administrative mentor continues														
Other Administration Business Manager	Still supported by Indiana Charter														
Classroom Assistants	Third assistant hired for year 2	\$ 3,000	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 4,250	\$ 49,750
Clerical		\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 1,700	\$ 20,400
Consultants (Please Describe)	Consulting through ESP contract														
Lifelines															
Overtime Expense															
Social Workers															
Substitute Teachers		\$ -	\$ 150	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 300	\$ 150	\$ 3,000
Teachers	9 teachers receive average 3% raise	\$ 30,000	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 30,900	\$ 369,900
Technicians	In consulting fee														
Temporary Salaries															
Other Human Resources Expense (Please Describe)															
Total Employee Salaries		\$ 39,421	\$ 41,721	\$ 41,871	\$ 46,058	\$ 41,871	\$ 41,871	\$ 41,871	\$ 41,871	\$ 41,871	\$ 41,871	\$ 41,871	\$ 41,871	\$ 41,721	\$ 503,887
B. Employee Benefits															
Group Dental Insurance	Employer share	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 6,000
Group Health Insurance	Employer share at approximately 70% of cost	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 5,500	\$ 66,000
Group Life Insurance	Employer Paid	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 220	\$ 2,640
Long-Term Disability Insurance	Employer Paid	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 193	\$ 2,310
Public Employee Retirement	Calculated at 10.5%	\$ 494	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 625	\$ 7,366
Social Security & Medicare	at 7.65%	\$ 3,016	\$ 3,192	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,203	\$ 3,192	\$ 38,547
Teacher Retirement	at 10.5%	\$ 3,646	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 3,740	\$ 44,788
Unemployment Compensation		\$ 200		\$ 200	\$ 200	\$ 200		\$ 200			\$ 200		\$ 200	\$ 200	\$ 1,000
Workers Compensation		\$ 400		\$ 400	\$ 400	\$ 400		\$ 400			\$ 400		\$ 400		\$ 1,600
Other Employee Benefits	403(b) employer match 1%	\$ 394	\$ 417	\$ 419	\$ 461	\$ 419	\$ 419	\$ 419	\$ 419	\$ 419	\$ 419	\$ 419	\$ 419	\$ 419	\$ 5,039
Total Employee Benefits		\$ 14,562	\$ 14,386	\$ 14,399	\$ 15,361	\$ 14,399	\$ 14,399	\$ 14,399	\$ 14,399	\$ 14,399	\$ 14,399	\$ 14,399	\$ 14,399	\$ 14,586	\$ 175,290
C. Rental of Facilities & Utilities															
Electricity		\$ 1,108	\$ 1,209	\$ 1,411	\$ 1,108	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 907	\$ 1,008	\$ 1,209	\$ 1,310	\$ 12,896
Gas, Oil, or Steam Heat		\$ 605	\$ 605	\$ 605	\$ 806	\$ 1,108	\$ 1,209	\$ 1,411	\$ 1,411	\$ 1,209	\$ 1,108	\$ 806	\$ 605	\$ 605	\$ 11,486
Grass and Tree Services		\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 504	\$ 6,048
Internet Access	ERATE replaces cost in year 2														\$ -
Mortgage															\$ -
Rent															\$ -
Repair & Maintenance Services	Miscellaneous	\$ 2,000						\$ 1,000					\$ 1,000		\$ 4,000
Telephone Long Distance															\$ -
Trash Removal		\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 305	\$ 3,654
Utilities		\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 303	\$ 3,636
Water & Sewer		\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 3,120
Other Facilities & Utilities Expense	Miscellaneous	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 260	\$ 3,120
Total Rent and Utilities		\$ 5,084	\$ 3,185	\$ 3,386	\$ 3,286	\$ 3,386	\$ 4,487	\$ 3,689	\$ 3,689	\$ 3,487	\$ 3,487	\$ 4,386	\$ 3,286		\$ 44,837

	School Name: Mays Community Academy		
	Pre-operational (From Schedule A)	First Fiscal Year (From Schedule B)	Second Fiscal Year (From Schedule C)
Dates Covered	Approval - June 30, 20__		
Projected Enrollment		150	160
Minimum enrollment for financial viability		120	130
CARRY OVER		\$ -	\$ 70,342
I. CASH IN (INCOME):			
Donations/Gifts		\$ -	\$ -
Food Service		\$ 37,000	\$ 48,000
Investment Earnings		\$ -	\$ -
Loan From Common School Loan		\$ -	\$ -
Other Grants	\$ 125,000	\$ 289,000	\$ 125,000
State Grants		\$ 75,000	\$ 80,000
State Tuition Support		\$ 894,225	\$ 1,014,000
Transportation		\$ -	\$ -
Other (Please Describe)		\$ 10,380	\$ 11,000
Other (Student Fees)		\$ 8,250	\$ 8,500
TOTAL CASH IN (INCOME):	\$ 125,000	\$ 1,313,855	\$ 1,286,500
II. EXPENDITURES:			
<i>A. Employee Salaries</i>			
Director/Principal		\$ 55,000	\$ 56,650
Assistant Principal		\$ -	\$ -
Other Administration - Business Manager		\$ -	\$ -
Classroom Assistants		\$ 33,000	\$ 49,750
Clerical		\$ 20,000	\$ 20,400
Consultants		\$ -	\$ -
Librarians		\$ -	\$ -
Overtime Expense		\$ -	\$ -
Social Workers		\$ -	\$ -
Substitute Teachers		\$ 3,000	\$ 3,000
Teachers		\$ 330,000	\$ 369,900

Technicians		\$ -	\$ -
Temporary Salaries		\$ -	\$ -
Other Human Resource Expense		\$ -	\$ -
Total Employee Salaries		\$ 441,000	\$ 503,887
<i>B. Employee Benefits</i>			
Group Dental Insurance		\$ 5,500	\$ 6,000
Group Health Insurance		\$ 55,000	\$ 66,000
Group Life Insurance		\$ 2,200	\$ 2,640
Long-Term Disability Insurance		\$ 1,925	\$ 2,310
Public Employee Retirement		\$ 5,390	\$ 7,366
Social Security & Medicare		\$ 33,737	\$ 38,547
Teacher Retirement		\$ 39,944	\$ 44,788
Unemployment Compensation		\$ -	\$ 1,000
Workers Compensation		\$ 1,600	\$ 1,600
Other Employee Benefits		\$ 4,410	\$ 5,039
Total Employee Benefits		\$ 149,705	\$ 175,290
<i>C. Rental of Facilities & Utilities</i>			
Electricity	\$ 1,500	\$ 12,800	\$ 6,000
Gas, Oil, or Steam Heat	\$ 500	\$ 11,400	\$ 66,000
Grass and Tree Services		\$ 6,000	\$ 2,640
Internet Access		\$ 8,400	\$ 2,310
Mortgage		\$ -	\$ 7,366
Rent		\$ -	\$ 38,547
Repair & Maintenance Services		\$ 2,000	\$ 44,788
Telephone Long Distance		\$ -	\$ 1,000
Trash Removal		\$ 3,600	\$ 1,600
Utilities		\$ -	\$ 5,039
Water & Sewer		\$ 3,600	\$ 175,290
Other Facilities & Utilities Expense		\$ 3,750	\$ -
Total Rent and Utilities	\$ 2,000	\$ 51,551	\$ 44,837
<i>D. Insurance</i>			
Board Errors and Omissions		\$ 6,000	\$ 6,000
General Liability Insurance		\$ 6,000	\$ 6,000
Health Insurance		\$ -	
Property & Casualty Insurance		\$ 3,200	\$ 3,200
Property & Inland Marine		\$ -	

Theft Insurance		\$ -	
Treasurer Bonds		\$ -	\$ 350
Umbrella/excess Liability		\$ 3,600	\$ 3,600
Vehicle Insurance		\$ 800	\$ 800
Worker's Compensation Insurance		\$ 1,600	\$ 1,600
Other Insurance Expense		\$ -	
Total Insurance		\$ 21,550	\$ 21,550
<i>E. Service Contracts</i>			
Accounting & Payroll Services		\$ 21,600	\$ 21,600
Consulting Services	\$ 10,000	\$ 24,000	\$ 21,600
Data Processing Services		\$ 12,000	\$ 12,000
Equipment Rental & Lease		\$ 2,160	\$ 2,160
Food Service Contract		\$ 49,000	\$ 49,000
Legal Services		\$ 3,000	\$ 3,000
Professional & Technical Services	\$ 35,000	\$ 48,000	\$ 45,000
Pupil Transportation Contract		\$ 70,000	\$ 70,000
Security Services		\$ 2,200	\$ 2,200
Staff Development		\$ 6,000	\$ 3,000
Other Service Contracts		\$ 25,000	\$ 25,000
Other Service Contracts		\$ 17,200	\$ 14,400
Total Service Contracts	\$ 45,000	\$ 280,160	\$ 268,960
<i>F. Supplies & Materials</i>			
Advertising	\$ 2,000	\$ -	\$ -
Computer Software	\$ 2,000	\$ 20,000	\$ 10,000
Custodial Supplies		\$ 6,000	\$ 6,000
Instructional Supplies		\$ 7,300	\$ 7,300
Library Books		\$ -	\$ 10,000
Office Supplies & Expense		\$ 24,500	\$ 16,500
Postage		\$ 1,000	\$ 600
Printing		\$ 9,000	\$ 8,000
Subscriptions		\$ -	\$ -
Testing & Evaluation Supplies		\$ 5,000	\$ 5,000
Textbooks		\$ 30,000	\$ 22,000
Other Supplies & Materials	\$ 1,000	\$ 23,000	\$ 1,100
Total Supplies & Materials	\$ 5,000	\$ 125,800	\$ 86,500

<i>G. Capital Outlay</i>			
Computer Hardware	\$ 5,000	\$ 80,000	\$ 40,000
Computer Software	\$ 5,000	\$ 7,420	\$ 10,000
Office Furniture & Equipment	\$ 2,000	\$ -	\$ -
Instructional Furniture & Equipment		\$ 35,000	\$ 15,000
Vehicles		\$ -	\$ -
Land Purchases		\$ -	\$ -
Improvements & Alterations		\$ -	\$ -
Other Capital Outlay		\$ 10,000	\$ 3,000
Total Capital Outlay	\$ 12,000	\$ 132,420	\$ 68,000
<i>H. Other Expenditures</i>			
Audit Expense		\$ -	\$ 5,000
Dues & Fees		\$ -	\$ -
Judgements		\$ -	\$ -
Debt Services		\$ -	\$ -
Travel Expense/Mileage		\$ 6,500	\$ 5,800
Reimbursement		\$ -	\$ -
Field Trips		\$ 7,500	\$ 9,000
Payment to an EMO		\$ -	\$ -
BSU Administrative Fee		\$ 26,827	\$ 30,420
Total Other Expenditures		\$ 41,327	\$ 50,220
TOTAL EXPENDITURES	\$ 64,000	\$ 1,243,513	\$ 1,219,243
REMAINING CASH BALANCE (DEFICIT)	\$ 61,000	\$ 70,342	\$ 137,599

Attachment 25

Budget Narrative

- a. **Per-Pupil Revenue. Contact Indiana Department of Education to determine your per pupil funding estimates.**

Anticipating 150 students enrolled for year one and 160 students for year two, the following per-pupil estimates were used. All information was obtained from IDOE actual per-pupil revenue for Rush County Schools, 2015. Estimates for 2016 and 2017 are based on school-funding runs for the current legislative budget, but lowered to account for possible cuts as the budget is finalized. We believe these to be conservative estimates of per-pupil revenue.

It is assumed that per-pupil distributions will occur on the 15th of each month.

July through December 2015 \$5,648

This is the actual amount as reported from IDOE to Rush County Schools through tuition support and the complexity grant. Special education is excluded during this start-up period.

January 2016 – December 2016 \$6,275

After the Dec. 1 count of special education students, and with the assumption of a slight decrease from the currently projected funding, we use this number, confident it is a conservative estimate. We anticipate special education funding to approximate that of Mays Elementary in past years. With poverty levels projected to mirror that of Mays Elementary (51.3%), we anticipate that the complexity grant will not lower the per-pupil funding.

January 2017 – December 2017 \$6,400

This is an estimate based on funding run predictions that show a slight increase in funding during this time period for Rush County Schools. Again, we believe the poverty level will not lower the complexity grant part of this formula.

- b. **Anticipated Funding Sources. Indicate the amount and sources of funds, property or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of commitment for any funds on which the school's core operation depends.**

In addition to the per-pupil funding assumptions, the following revenue sources are anticipated:

CSP Planning Grant (anticipated) \$125,000 Available until July 31, 2015

We anticipate receiving a planning grant that will be expended prior to July 1, 2015. We are using a conservative number well below the maximum award. We do not believe the timing

- c. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

Though we believe the budget estimates are conservative on the revenue side and aggressive on the expenditure side, we understand the strain unexpected circumstances can cause. Sometimes those circumstances can stop a school from opening. But if a contingency plan is in place, a catastrophe can be averted.

In multigrade instruction, children of at least a 2-year grade span and diverse ability levels are grouped in a single classroom and share experiences involving intellectual, academic, and social skills. This is a small extension of the individualized instruction, experiential and placed-base learning models employed in the current model that does assume the even distribution of students into traditional grade-level classrooms. A multi-grade instruction model provides a strong framework for including students with special needs in the general education setting. In the unlikely event that that enrollment falls to 120, we are comfortable with providing the additional training to provide instruction with one or more multi-grade classrooms, thus lowering the cost by reducing staff.

There is another potential shortfall with the CSP grant. Expenditures for computer equipment in this budget exceed those absolutely necessary for full implementation of the 1:1 Chromebooks implementation. In fact, a large portion is dedicated to phasing in the 1:1 Chromebook program to grades K-2 in year three of operation. This needs further study, and there is to do so before phasing this program in at those grade levels. A shortfall in the CSP funding might delay that implementation.

Most importantly, MCA has already affectively addressed revenue savings. We anticipate that the Rush County School Board will officially transfer not only the building, but the entire contents of the building to the trustee. Though we would desire some upgrades through CSP funding, this furniture and equipment currently in the building would allow us to trim a significant amount from the budget as presented.

- d. **Year 1 cash flow contingency, in the event that revenue projections are not met in advance of opening.**

Due to the request for and expedited start-up, we began working on cash flow contingency plans as one of our first items of business. MCA has built a great deal of momentum in our community, and we have been fortunate enough to secure a more than adequate line of credit, with excellent terms. CentreBank has issued a letter included above, indicating their intent to provide a revolving line of credit at national prime plus .5% for up to \$600,000 – more than enough to cover temporary cash flow issues. Under the guidance of our business manager and the board of directors, these funds would be used only to assist with start-up costs that may temporarily pre-date the receipt of funds. To ensure that this line of credit does not become an on-going, interest-accumulating debt, the line must be closed annually.

Appendix C IDOE Annual Reports

Mays Community Academy

2016 Annual Performance Report

Mays Community Academy, Lewisville 9955					
Indicator	Corporation Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
Student Enrollment	0	0	115	180	1,133,380
Number of Certified Teachers	0	0	9		59,669
Number of National Board Certified Teachers	0	0	0		187
Total Expenditure Per Pupil Three Year Average	0	0	\$14,032		\$11,195
Percent Academic Achievement Expenditures	0	0	42.3		48.9
Percent Instructional Support Expenditures	0	0	23.7		8.4
Percent Overhead and Operations Expenditures	0	0	23.7		22.9
Percent Non-Operating Expenditures	0	0	10.3		19.8
Teacher Salary Range - Minimum	0	0	\$30,000		\$24,000
Teacher Salary Range - Maximum	0	0	\$30,000		\$90,000
Number of Students in Special Education	0	0	20		162,714
Percent of Students in Special Education	0	0	17.4		15.0
Number of Students in Gifted and Talented Education	0	0	2		149,810
Percent of Students in Gifted and Talented Education	0	0	1.7		14.3
Number of Students Receiving Free or Reduced Lunches	0	0	57		526,191
Percent of Students Receiving Free or Reduced Price Lunches	0	0	49.6		48.2
Percent of Limited English Proficiency Students	0	0	0		4.8
Intra District Mobility	0	0	0		0
Inter District Mobility	0	0	25.4		0

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

Mays Community Academy

2016 Annual Performance Report

Mays Community Academy, Lewisville 7231

Indicator	School Results				State
	'13-'14	'14-'15	'15-'16	'16-'17	Total
A-F Accountability Grade	0	0	No Grade		
Student Enrollment	0	0	115	180	1,133,380
Number of Certified Teachers	0	0	9		59,669
Percentage of Students Passing IREAD	0	0	87.5		89.3
* Grade 3 Percent Passing ISTEP+ Math Standard	0	0	50.0		60.0
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	0	0	50.0		68.9
* Grade 4 Percent Passing ISTEP+ Math Standard	0	0	***		62.3
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	0	0	***		68.1
* Grade 4 Percent Passing ISTEP+ Science Standard	0	0	***		64.7
* Grade 5 Percent Passing ISTEP+ Math Standard	0	0	58.3		65.5
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	0	0	50.0		63.3
* Grade 5 Percent Passing ISTEP+ Social Science Standard	0	0	75.0		63.7
* Grade 6 Percent Passing ISTEP+ Math Standard	0	0	38.8		59.7
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	0	0	52.6		66.3
* Grade 6 Percent Passing ISTEP+ Science Standard	0	0	58.8		65.0
Pupil Enrollment to Certified Employee Ratio	0	0	14.3		13.7
Attendance Rate	0	0	96.0		95.8
Number of Students with More Than 10 Unexcused Days Absent	0	0	18		76,150
Number of Students absent greater than 10% of School Year	0	0	9		80423
Number of Students Suspended	0	0	1		88,260
Number of Out of School Suspensions	0	0	1		104,576

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

*** Suppressed

Appendix D Proof of Non-Profit Status



ARTICLES OF INCORPORATION FOR A NONPROFIT CORPORATION

State Form 4162 (R13 / 5-14) Corporate Form No. 364-1 (October 1984)
Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

- INSTRUCTIONS:**
1. Use 8 1/2" x 11" white paper for attachments.
 2. Present original and one copy to the address in the upper right corner of this form.
 3. Please TYPE or PRINT in INK.
 4. Please visit our office at www.sos.in.gov.
 5. Make check or money order payable to Secretary of State.

Indiana Code 23-17-3-2

FILING FEE: \$30.00

- NOTES:**
1. Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.
 2. Article VII must be completed appropriately. Please see (1) above.

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (*hereinafter referred to as the "Corporation"*) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (*hereinafter referred to as the "Act"*), execute the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: (*The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.*)

Northern Rush County Schools, Incorporated

Address of Principal Office (*number and street*)

City

State

ZIP code

ARTICLE II - PURPOSE

The purposes for which the Corporation is formed are:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

To operate a charter school.

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE)

The Corporation is a:

- ☒ public benefit corporation, which is organized for a public or charitable purpose;
☐ religious corporation, which is organized primarily or exclusively for religious purposes; or
☐ mutual benefit corporation (*all others*).

ARTICLE IV - REGISTERED AGENT AND REGISTERED OFFICE

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent (*cannot be the corporation itself.*)

Alexandra M. Curlin

Address of Registered Office (*number and street*) (*PO Box not accepted*)

City

State

ZIP code

8555 Cedar Place Dr., Ste. 112

Indianapolis

IN

46240

Required:

- ☒ By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members:

- ☒ Yes ☐ No

(Continued on the reverse side)

Appendix E Enrollment Policy



Appendix G Discipline Policy

Attachment 7

Discipline Policy

A. Practices to Promote Good Discipline to function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of character and good citizenship will be taught and modeled by the school staff. This includes an appreciation for the rights of others. Any conduct that interferes with—or may reasonably be considered to interfere with—a “school purpose” (as defined in IC 20-33-8-4); an “educational function” (as defined in IC 20-33-8-2); or the health, safety or well-being, or rights of other students is prohibited. Infractions for aforementioned conduct are outlined in the school’s discipline policy.

Through the decorum of the classrooms and halls, the reading of deliberately selected books, and the invitation to polite discussion about heroes and heroines, students analyze, grapple with, and contemplate important moral and intellectual questions. They learn to evaluate situations with sound judgment, recognize good behavior, and make personal decisions that embody and emulate virtue. When teachers model excellence and have high expectations of students’ behavior, students will rise to the occasion. Teachers will be awarded in appropriate ways.

B. Preliminary List of the Offenses for Which Students Must and May be Suspended or Expelled

1. General Overview A student may be suspended or expelled, subject to certain procedural requirements, for:

1. Student misconduct;
2. Substantial disobedience; or
3. Unlawful activity on or off “school grounds” (as defined in IC 20-33-8-5) if:
 - a. the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function; or
 - b. the student’s removal is necessary to restore order or protect persons on school property; including an unlawful activity during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

2. Preliminary List of Offenses Level I: Major Offenses Examples (not inclusive list)

1. Presence in an unauthorized area
2. Computer system violations
3. Disrespect of school staff and persons in authority
4. Failure to complete assigned homework
5. Failure to comply with directives of school staff (insubordination)
6. Failure to comply with school dress code policies
7. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
8. Failure to report known hazing, harassment, or bullying of students
9. Hazing, harassment, or bullying of students (verbal)
10. Inappropriate behavior (not abusive, threatening, violent)
11. Inappropriate public display of affection
12. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
13. Insensitivity to others
14. Inappropriate language
15. Persistent tardiness
16. Possessing any electronic devices without permission
17. Possessing matches, lighters, etc.
18. Skipping class, detention, or tutorial sessions
19. Using a skateboard, scooter, and/or roller blades while on campus
20. Using any telecommunications or other electronic devices, without permission, during school hours

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Counseling by teachers or Headmaster
5. Demerits
6. Detention
7. Fee for the return of telecommunications device that has been confiscated
8. In-school suspension up to 10 days
9. Parent contracts to restrict home privileges
10. Parent observations in student's classes
11. Parent conference with teacher or Headmaster
12. Peer mediation
13. Placement in another appropriate classroom
14. Restitution/restoration, if applicable

15. Saturday school
16. Seating changes within the classroom
17. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
18. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

NOTE: Disciplinary actions may be used individually or in combination for any offense.

NOTE: No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list)

1. Academic dishonesty
2. Being a member of, pledging to become a member of, joining, or soliciting another person to join, or pledge to become a member of a school fraternity, sorority, secret society, or gang
3. "Bullying" (as defined in IC 20-33-8-0.2) (verbal or written)
4. Bypassing of internet blocks on school computers or networks to enter unapproved sites
5. Cyberbullying (i.e., bullying through the use of data or computer software that is accessed through a: (a) computer, (b) computer system, or (c) computer network of a school corporation)
6. Engaging in conduct that constitutes sexual harassment (verbal or written)
7. Failure to comply with conditions of in-school suspension placement
8. Failure to comply with school medication policies
9. Falsification of school records
10. Fighting/mutual combat
11. Gambling
12. Gang activity (nonviolent)
13. Interference with school activities or discipline
14. Leaving classroom, school property, or school-sponsored events without permission
15. Making an obscene gesture
16. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)

17. Possessing a look-alike weapon, including, without limitation, BB guns, CO2 guns, air pistols or rifles, pellet guns, or any other device designed to appear to be a firearm or other weapon
18. Possessing "ammunition" (as defined in IC 35-47-1-2.5)
19. Possessing drug paraphernalia
20. Possessing or selling "look-alike" drugs
21. Possessing or using fireworks or other explosive devices
22. Possessing or using tobacco
23. Possessing prescription drugs, giving a prescription drug to another student, or possessing or being under the influence of another person's prescription drug
24. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
25. Refusing to allow student search
26. Theft
27. Threats (nonviolent/verbal or written)
28. Unruly, disruptive, or abusive behavior that interferes with the teacher's ability to communicate effectively with the students in the class
29. Use of profanity or vulgar/offensive language (verbal or written)
30. Using the Internet or other electronic communications to threaten students or employees, or cause disruption to the school program
31. Willful destruction of school or personal property and/or vandalism

Appropriate Disciplinary Actions

1. Level I disciplinary techniques
2. Disciplinary actions authorized in IC 20-33-8-25
3. Suspension for a period of time consistent with IC 20-33-8-18 NOTE: Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion Examples (not inclusive list)

1. "Bullying" (as defined in IC 20-33-8-0.2) (physical)
2. Burglary
3. Deliberate destruction of or tampering with school computer data or networks
4. Engaging in conduct that constitutes sexual harassment (physical)
5. Gang activity (violent)
6. Inappropriate exposure of body parts
7. Inappropriate sexual conduct

8. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
9. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
10. Possessing any object used in a way that threatens or inflicts bodily injury to another person
11. Possessing, selling, distributing, or being under the influence of a drugs
12. Targeting someone for bodily harm
13. Threats (violent/verbal or written)

Appropriate Disciplinary Actions

1. Disciplinary actions authorized in IC 20-33-8-25
2. Suspension for a period of time consistent with IC 20-33-8-18
3. Expulsion for a period of time consistent with IC 20-33-8-20

Level IV: Mandatory Expulsion Examples (not inclusive list)

1. Bringing a "firearm" (as defined in IC 35-47-1-5) to school or on school property
2. Possessing a "firearm" (as defined in IC 35-47-1-5) on school property
3. Bringing a "destructive device" (as defined in IC 35-47.5-2-4) to school or on school property
4. Possessing a "destructive device" (as defined in IC 35-47.5-2-4) on school property
5. Bringing a "deadly weapon" (as defined in IC 35-41-1-8) to school or on school property
6. Possessing a "deadly weapon" (as defined in IC 35-41-1-8) on school property

Appropriate Disciplinary Actions

1. Expulsion for a period of time consistent with IC 20-33-8-16

C. Rights of Students with Disabilities in Disciplinary Action Disciplinary action against a student who is a child with a disability (as defined in IC 20-35-1-2) is subject to the:

1. Procedural requirements of 20 U.S.C. 1415; and
2. Rules adopted by the state board (as provided in 511 IAC 7-44).

D. Appeal Process for Students Facing Expulsion The School's Headmaster may conduct an expulsion meeting or appoint one (1) of the following to conduct an expulsion meeting:

1. Legal counsel.
2. A member of the administrative staff if the member:
 - a. has not expelled the student during the current school year; and
 - b. was not involved in the events giving rise to the expulsion.

The Headmaster (or designee) may issue subpoenas, compel the attendance of witnesses, and administer oaths to persons giving testimony at an expulsion meeting.

An expulsion may take place only after the student and the student's parent are given notice of their right to appear at an expulsion meeting with the superintendent (or designee). Notice of the right to appear at an expulsion meeting must:

1. Be made by certified mail or by personal delivery;
2. Contain the reasons for the expulsion; and
3. Contain the procedure for requesting an expulsion meeting.

The individual conducting an expulsion meeting:

1. Shall make a written summary of the evidence heard at the expulsion meeting;
2. May take action that the individual finds appropriate; and
3. Must give notice of the action taken under subdivision 2 to the student and the student's parent.

If the student or the student's parent, no later than ten (10) days after receipt of a notice of action taken above, makes a written appeal to the governing body, the governing body:

1. Shall hold a meeting to consider:
 - a. the written summary of evidence prepared by the Superintendent (or designee); and
 - b. the arguments of the Headmaster and the student or the student's parent; unless the governing body has voted not to hear appeals of expulsion actions; and
2. May take action that the governing body finds appropriate.

The decision of the governing body may be appealed only by judicial review (IC 20-33-8-21). A student or a student's parent who fails to request and appear at an expulsion meeting after receipt of notice of the right to appear at an expulsion meeting forfeits all rights administratively to contest and appeal the expulsion. For purposes of this section, notice of the right to appear at an expulsion meeting or notice of the action taken at an expulsion meeting is effectively given at the time when the request or notice is delivered personally or sent by certified mail to a student and the student's parent.

The governing body may vote to not hear appeals of expulsion actions. If the governing body votes to not hear appeals, subsequent to the date on which the vote is taken, a student or parent may appeal only by judicial review (IC 20-33-8-21).

E. Parents Informed of the School's Discipline Policy

The School's discipline policy will be included in the School's Parent/Student Handbook. In order to comply with the publicity requirements of IC 20-33-8-12, the Parent/Student Handbook will be made available to students and parents in print and electronic media.

